



**THE EMERGENCE OF A CONTENT
ACCEPTANCE MODEL (CAM): NEW
THOUGHTS REGARDING THE TRIAL,
ADOPTION, AND USAGE OF NEW MEDIA**

THESIS

Ryan G. Walinski, Captain, USAF
AFIT/GEM/ENV/09-M18

**DEPARTMENT OF THE AIR FORCE
AIR UNIVERSITY**

AIR FORCE INSTITUTE OF TECHNOLOGY

Wright-Patterson Air Force Base, Ohio

APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED

The views expressed in this thesis are those of the author and do not reflect the official policy or position of the United States Air Force, Department of Defense, or the United States Government.

THE EMERGENCE OF A CONTENT ACCEPTANCE MODEL (CAM): NEW
THOUGHTS REGARDING THE TRIAL, ADOPTION, AND USAGE OF NEW
MEDIA

THESIS

Presented to the Faculty

Department of Systems and Engineering Management

Graduate School of Engineering and Management

Air Force Institute of Technology

Air University

Air Education and Training Command

In Partial Fulfillment of the Requirements for the
Degree of Master of Science in Engineering Management

Ryan G. Walinski, BS

Captain, USAF

March 2009

APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED.

THE EMERGENCE OF A CONTENT ACCEPTANCE MODEL (CAM): NEW
THOUGHTS REGARDING THE TRIAL, ADOPTION, AND USAGE OF NEW
MEDIA

Ryan G. Walinski, BS
Captain, USAF

Approved:

---signed-----

23 Mar 09

Alexander J. Barelka, Lt Col, USAF (Chairman)

Date

----signed-----

23 Mar 09

Daniel T. Holt, Lt Col, USAF (Member)

Date

----signed-----

23 Mar 09

Todd A. Peachey, Maj, USAF (Member)

Date

Abstract

New Media is defined not by the technology that it is based on but rather on individual level attributes that contribute to the development of new artifacts, practices and social arrangements. However, existing technology adoption models tend to stress technology and organizational level attributes over such individual level characteristics. This suggests that new models are required in order to fully capture how the New Media adoption process works. We are moving away from organizational and technology adoption focus and towards an individual and content adoption focus. A review of existing technology acceptance models reveals that the content provided by these systems is often not considered by these models. A qualitative analysis of 80 in-depth semi-structured interviews revealed that it is the content which often drives the trial, use, adoption, and diffusion of New Media systems. A new way of thinking, focusing on individual and content adoption, leads to the emergence of a Content Acceptance Model (CAM): new thoughts regarding the trial, adoption, and usage of New Media.

AFIT/GEM/ENV/09-M18

For my wife and child

Acknowledgments

I took on this thesis as a challenge to myself for two reasons. First, I wanted to complete a thesis outside my comfort zone of engineering and numbers, and a qualitative research study was the perfect way to accomplish this. Secondly, I was never the most technologically inclined person when it came to using computers and knowing the extent of what the Internet provided, besides the basics. This thesis enhanced my knowledge of the Internet and computer programs, but making me utilize different computer programs and dive into the content available on the Internet. I would like to express my utmost appreciation and thanks to my advisor for allowing me to break out of my comfort zone and challenge myself with this thesis, while at the same time providing guidance, support, inspiration, and mentorship throughout the entire process. I truly enjoyed being able to participate in this research, and can only hope my efforts will be followed on and added to by future researchers, as I believe we broke some new ground and very interesting concepts throughout this process.

Most importantly, I need to thank my wife for her support, and for giving me all the time I needed to complete this thesis, while at the same time being understanding over the past year, even with the birth of our first child. I also need to thank all my previous Wing Commander, Air Force squadron commanders, previous teachers, and other Air Force leaders that have served as my role models, while helping and supporting my efforts to apply, and get selected for the opportunity to attend the Air Force Institute of Technology to get my Master's Degree in the first place. I also need to thank the rest of my family, friends, classmates, and my thesis committee for their commitment and help along the way, as I could not have completed my thesis without every one of those people's support.

Ryan G. Walinski

Table of Contents

| | Page |
|--|------|
| Abstract | iv |
| Acknowledgements | vi |
| Table of Contents | vii |
| List of Figures | x |
| List of Tables | xi |
| I. Introduction | 1 |
| Background..... | 1 |
| The Problem..... | 4 |
| Research Questions..... | 5 |
| Approach..... | 8 |
| Purpose and Significance of Study | 9 |
| II. Literature Review | 11 |
| Introduction..... | 11 |
| Existing Predominant Trial, Usage, Adoption, and Diffusion Models..... | 12 |
| Why People Try Information Technologies | 21 |
| Why People Adopt Information Technologies | 22 |
| Why People Use Information Technologies | 25 |
| Reasons for the Diffusion of Information Technologies | 26 |
| Holes in Previous Models..... | 35 |
| Proposed Content Acceptance Model (CAM)..... | 39 |

Page

| | |
|---|----|
| III. Methodology | 42 |
| Sample..... | 42 |
| Data Collection | 42 |
| Definitions..... | 42 |
| Procedure | 44 |
| Measures | 44 |
| Self Reported Screener | 45 |
| Self Reported Homework Assignment | 46 |
| Social Desirability Bias..... | 47 |
| Interpersonal Influence | 47 |
| Mavenism..... | 48 |
| The Big Five | 49 |
| Semi-Structured Interview | 50 |
| Location of interviews | 51 |
| Approach..... | 51 |
| Data Analysis..... | 54 |
| Pre-Coding Data Preparation | 54 |
| Data Coding | 55 |
| Evaluation Criteria..... | 59 |
| IV. Results..... | 60 |
| Trial..... | 62 |
| Adoption | 65 |
| Usage..... | 68 |
| Context..... | 71 |
| Frequency of Using New Media Services | 73 |
| Diffusion of New Media | 77 |
| Correlations..... | 80 |
| V. Discussion | 84 |
| Conclusion | 84 |
| Limitations | 85 |
| Future Research | 86 |

| | |
|--|-----|
| Appendix A. Self Reported Screener | 87 |
| Appendix B. Self Reported Homework Assignment | 90 |
| Appendix C. Items Used to Measure Self Reported Homework Assignment | 93 |
| Appendix D. Semi-Structured Interview Questions | 94 |
| Appendix E. Qualitative Data Breakdown - Social Networking Sites | 99 |
| Appendix F. Qualitative Data Breakdown - Video/Picture Sharing Sites | 144 |
| Appendix G. Qualitative Data Breakdown - Blogs | 172 |
| Appendix H. Qualitative Data Breakdown - Online Forums..... | 188 |
| Appendix I. Qualitative Data Breakdown - Podcasts | 201 |
| Appendix J. Qualitative Data Breakdown - Other Technology - Viral Games/Website Design | 208 |
| Appendix K. Social Networking Sites Excel Spreadsheet Respondent Data Summary | 219 |
| Appendix L. Video/Picture Sharing Sites Excel Spreadsheet Respondent Data Summary | 252 |
| Appendix M. Blogs Excel Spreadsheet Respondent Data Summary | 267 |
| Appendix N. Online Forums Excel Spreadsheet Respondent Data Summary | 276 |
| Appendix O. Podcasts Excel Spreadsheet Respondent Data Summary | 288 |
| Appendix P. Other Technology - Viral Games/Website Design Excel Spreadsheet Respondent Data Summary..... | 300 |
| References..... | 312 |
| Vita..... | 317 |

List of Figures

| Figure | Page |
|---|------|
| 1. Basic Concept Underlying User Acceptance Models | 18 |
| 2. UTAUT Research Model | 19 |
| 3. The Integrated UTAUT Model | 21 |
| 4. Consumer's Initial Acceptance of E-Commerce Model | 23 |
| 5. Elaboration Likelihood Model | 24 |
| 6. Model Comparing the Central and Peripheral Routes in Motivating IT Acceptance | 25 |
| 7. Model for Explaining User Intention to Use MMS which Captures Both Extrinsic and Intrinsic Motivators | 26 |
| 8. Pass-Along Email Episode Model | 27 |
| 9. Research Streams for Individual Differences Correlated with Technology Use | 37 |
| 10. Research Model Based off of First Research Stream | 38 |
| 11. Research Model Based off of Second Research Stream | 38 |
| 12. Integrated Framework Regarding Influence of Individual Differences on Technology Use | 39 |
| 13. Process Developing Theory Related to New Media | 41 |
| 14. Categories and Themes for the Trial of New Media Services | 61 |
| 15. Categories and Themes for the Adoption of New Media Services | 64 |
| 16. Categories and Themes for the Usage of New Media Services | 67 |
| 17. Categories and Themes for the Average Frequency of the Usage of New Media Services | 72 |
| 18. Categories and Themes for the Diffusion of New Media Services | 76 |

List of Tables

| Table | Page |
|---|------|
| 1. Technology Acceptance Models and Theories of Individual Acceptance | 17 |
| 2. Categorized Lists of Independent Variables from Information Systems Models | 40 |
| 3. Short version of excel spreadsheet summarizing data collected from transcripts..... | 59 |
| 4. Number of the 80 Interview Respondents that Reported Use for Each of the Six New Media Technology Services | 75 |
| 5. Correlations among items used to measure the self reported homework assignment with Social Networking Sites Themes | 81 |
| 6. Correlations among items used to measure the self reported homework assignment with Other Technologies – Viral Games/Website Design Themes | 81 |
| 7. Correlations among items used to measure the self reported homework assignment with Podcasts Themes | 82 |
| 8. Correlations among items used to measure the self reported homework assignment with Online Forums Themes | 82 |
| 9. Correlations among items used to measure the self reported homework assignment with Blogs Themes | 83 |
| 10. Correlations among items used to measure the self reported homework assignment with Video/Picture Sharing Sites Themes..... | 83 |

THE EMERGENCE OF A CONTENT ACCEPTANCE MODEL (CAM): NEW THOUGHTS REGARDING THE TRIAL, ADOPTION, AND USAGE OF NEW MEDIA

I. Introduction

Background

The Internet allows people from different groups, societies and cultures to communicate and share information about their beliefs with most everyone that has a computer. People distribute information to others in an effort to influence other's actions and gain support for a cause. People use the Internet for a wide variety of purposes, such as, sending emails to friends about new products they should buy, or finding information about election candidates. For example, activists, have used new digital technologies, such as email and Web pages, to organize and coordinate actions, share information, build networks, practice media activism and physically manifest their emerging political ideals (Juris, 2005). This thesis looks at different forms of online technology currently being used to obtain information, for communication purposes, and for entertainment.

The Internet makes it possible for people to find just about any information they want quickly and has become one of the most widely accepted information technology gathering tools worldwide today. Internet growth increased from 15 million to over 1.1 billion users from 1996 to 2006 (Dess, 2008). Information technology, such as the Internet, can be a very important tool when obtained and used correctly for its intended purpose. People use the Internet to find addresses and phone numbers of their friends and family members who they have not talked to in years. They use the Internet to find

shopping/customer reviews that may influence their decision to purchase items such as houses, televisions, jewelry, cars and just about any personal item that one would want. Companies also use the Internet through blogs and online forums to get feedback from consumers on how to fix problems with their products. Detailed reports and written reviews on the Internet can also persuade people to make personal decisions, such as, which job or college sounds better to apply for, and where to take the family for vacation. The Internet can influence business professionals stock trading decisions by providing up-to-date information on how the stock market is doing, allowing them to day trade stocks quickly and easily, thus maximizing their profits or reducing their losses. The Internet has also influenced people by providing an easily accessible outlet for the main stream media. Television, cable and radio stations can now be found online by millions of people in minutes to find breaking news stories from anywhere in the world.

Companies use the Internet to introduce new products quicker than ever to customers. Websites from businesses can be used to influence customers into buying their products by displaying all the information about their new and old products, and allowing customers to ask questions about these products by email. The Internet's affect on consumers can be seen by the fact that the United States online retail revenues increased from 10 billion dollars in 1999 to 130 billion dollars in 2006 (Dess, 2008). Customers use the Internet to compare prices and quality much faster than traveling to stores and talking to employees. Customers also check the Internet to get other people's feedback on items they are looking at buying, and to verify the product does indeed meet the standards the company says it does before they purchase it.

Besides gaining information on the Internet by reading consumer reviews or product advertisements, people also receive information through the Internet's open communication channels, such as email, blogs, or instant messages. The Internet allows people from all over the world to be able to communicate with each another in seconds. Communication between people is the catalyst for finding information about different cultures and societies, and how to act and work in different locations around the world. This is important due to the increase in the Global Market and International trade as it is estimated that by the year 2015, the trade across nations will exceed the trade within nations (Dess, 2008). This means that the people who leverage the Internet the quickest and most efficiently on the global scale, will have the advantage overall in communicating and gaining competitive alliances, allowing for more profit availability. These people will be able to use the Internet to learn how to live and work in the countries they want to do business with, which will give them the upper hand in expanding their products into new nations. Companies that understand the customs and traditions of new marketable countries, will have the advantage of using this knowledge, to influence the customers in these markets to purchase their goods or services, by tailoring their products to what the people in these different global markets desire. New Media technologies offer an avenue for people and companies to obtain the information needed to work and market successfully in different countries..

The Problem

However, none of these uses can be realized unless individuals are willing and able to try using the systems that power them in the first place. As a result, this thesis addresses the theory of what drives people to use the different forms of information technology available, specifically New Media technologies. New Media technology is defined as; information and communication technologies and their associated social contexts (Lievrouw and Livingstone, 2006). New Media is comprised of three distinct components. The first is the artifacts or devices that individuals use to communicate and/or convey information. The activities and practices used to communicate are the second element of New Media. The final facet of New Media utilizes devices and practices to develop social arrangements or organizational forms (Lievrouw and Livingstone, 2006). This technology includes, but is not limited to; weblogs (blogs), podcasts, online forums, social networking sites (e.g. "My Space" or "Facebook"), video/picture sharing sites (e.g. "YouTube"), and other technologies such as viral games/website designs. The important characteristics of the definition of New Media is not technology dependent, but based on the content they provide their users..

The purpose of this project is to develop an increased understanding of the influence of New Media, and determine how information technology can be leveraged to disseminate messages. The study will narrow down which New Media services are making an impact, which ones are the most effective, and how they are being used to meet the needs of their users. An understanding of this phenomenon is important due to the rapid increase in the use of viral marketing on many levels, and the incredible

effectiveness of these techniques. The theoretical foundation for this study is based on viral marketing and communication models, as well as, readings from social influence and persuasion literature.

Research Questions

The overarching research questions being studied is; how, why, and under what conditions people are using New Media information technology services, the context in which the services are being used, the frequency they are being used, along with why people do/don't diffuse New Media services. This thesis examines how people react to different types of New Media information technology, and how those reactions can be anticipated and controlled. It also leads to a better understanding of what businesses, small groups, and individuals can do to leverage the average person to believe in the product or ideal they are sharing. The premise behind viral marketing is the hope that by influencing one person, businesses or individuals will be able to influence thousands or possibly millions of other people. The belief is that once a person tells their friends, family, and co-workers of the New Media technologies they have been introduced to, along with how they worked and were successful for them, their acquaintances will use them as well.

To get an understanding of how New Media technologies have affected people's use of the Internet, this thesis focuses on three general questions. The first being, which of the six types of New Media services being looked at in this thesis are being used by people and to what frequency are they being used? Online users form or join online communities for different reasons (Sun, 2006). Reasons that people join online

communities differ on community type and include; information exchange, friendship, social support, and recreation as just a couple different options (Ridings and Gefen, 2004). With all the New Media technology currently available, it was important to narrow down the New Media services that are actually making an impact for information gathering and spreading. This is important so one can focus their energy on the technology that people are using the most, as these are the services that have the impact of possibly connecting with and influencing the most people. The organizations that use the six different New Media services can also use this input to focus their upgrades on the technology that is being used more, to make it better in the future. The sub parts of the first question pertain to; what capacity and what type of messages are being used in these information technology items, what frequency and intensity of usage each of the New Media services are being used, and in what contexts each of the New Media services are being used. These questions lay the baseline for what current New Media information technology services are being used and how to expand on them.

The next key question to be answered is: why do users try, adopt, and use New Media services, along with the context the services are being used? Expanding on this question is: what are the internal, social, network, and product-specific factors that influence these stages? Most people need to communicate with others, whether at work or in their personal life. New Media services provide people with the opportunity to communicate with family, friends, and business partners around the world. People have many different networks when it comes to their daily lives, and may adopt one of the six different New Media technology to connect with each of their personal or business

networks. Social networks are a product of the contexts that bring people together (Leskovec, 2006). People have family networks, such as, their immediate and extended families. They also have different friends networks that may be related to the different hobbies or interests they have. There may also be countless different business networks including; employees within the company one works for, and groups of business folks working on deals outside the company grounds. New Media services can be vital to enable these different networks to take place and be successful. Knowing why people continue using different types of New Media services is essential to understand how one can develop and update social networking websites, that will keep people involved and coming back to update and use on a frequent basis. Once it is understood why people use the New Media services they do, then one can use that information to understand how these sites can be used for influential purposes. The information gained relating to why people use New Media can then be used to lead New Media services in developing their products, using the most effective practices, to allow for updates and changes, as the population's desires and needs change over time.

The last question considered is: why do/don't users diffuse New Media services? This fundamental question leads to the understanding of what needs to be done to these New Media information technology services to make people want their friends, families, co-workers, or acquaintances to use the websites that they themselves use. In the fast paced digital world we are living in today, people do not have the time to test out every new product or technology on the market. People are more receptive in general to try something new if a friend, family, or business acquaintance has tried it out and then

refers or recommends them to try it out, than they are if a business sends them advertises about some new product. This is why viral marketing is more powerful than third-party advertising, since it conveys an implied endorsement from a friend (Jurvetson, 2000). The experience of ideavirus.com, a content provider, supported this concept by indicating that 56% of the recipients referred to content at a site which a recommender had visited, and over 60% of these visitors also downloaded content that was recommended (Subramani & Rajagopalan, 2003). Using the two-plus-two notion, where one person tells two people about an item and those people each tell two other people and so on, as to how fast messages or ideals could be spread using New Media technology and the Internet, one can see how the understanding of the reasons people use New Media can become very important to either a person trying to get others to believe their values, a company to get consumers to buy into their products, or for a government agency to persuade people to believe in their cause. Businesses and leaders of all types will be able to use the results of this thesis to understand which of the six New Media technology services will be the most effective to use.

Approach

This research uses a qualitative research methodology. Qualitative research is defined as, any type of research that produces findings not arrived at by statistical procedures or other means of quantification, and can refer to research about persons' lives, lived experiences, behaviors, emotions, and feelings, as well as, organizational functioning, social movements, and cultural phenomena (Strauss & Corbin, 1998). The three major components of qualitative research include; (1) the data, which can come

from various sources, such as interviews, observations, documents, records, and films, (2) the procedures that researchers can use to interpret and organize the data, and (3) written and verbal reports (Strauss & Corbin, 1998). This qualitative research study was done through the analysis of data, which consisted of 80 in-depth 60 minute interviews. The interviews were recorded on videotape for present and future research viewing. The coded data deciphered from the interviews, along with a literature review, lead to the picture of the general processes and some preliminary insight into the network effect of trial, adoption, usage, and why do/don't people diffuse New Media services.

Purpose and Significance of Study

This thesis looked at the six different types of New Media used by the Internet that was aimed at 18 – 25 year olds, as it relates to viral marketing, communication, and entertainment. New Media information technology has been improving and expanding, from emails and instant messaging, to interactive video and personal website pages over the last decade, and continues to have no bounds. The Internet is still in its infant/introductory stage when looking at the number of people worldwide that currently have access to the Internet. Through 2007, only 16.9% of the world's population had penetrated the Internet (Dess, 2008). Though 69.7% of the people in the United States have penetrated the Internet, large areas of the world such as Asia, with 3.7 billion people, only have 10.7% penetration by people living in that region of the world (Dess, 2008). This means that as countries around the world, including the United States, gain better knowledge on how to leverage the Internet to influence others in their ideals and culture, and as the Internet becomes more accessible and used in other countries, these

countries can then take advantage of this knowledge. They can do this by using the different forms of New Media to influence both the new and old users of the Internet in ways that benefit their countries beliefs and culture awareness. The process used for this thesis developed new insight into; (1) the type of media being used, (2) preliminary reasons for its popularity, and (3) provided a deeper understanding of network effects associated with New Media. This is why studying and understanding the trends dealing with information technology use is important. Currently, there is little empirically validated research which explains why people try, adopt, and use New Media information technologies on an individual level. The purpose of this study is to develop an increased understanding of the New Media uses and determine how to leverage information technology to disseminate messages. After these trends were identified and categorized, the next step beyond this thesis, will lead to how these trends can be further investigated in group settings.

II. Literature Review

Introduction

The purpose of this chapter is to review trial, usage, adoption, and diffusion models and theories in hopes of understanding how these might relate to trial, usage, adoption, and diffusion of New Media technologies. Further, I will look for holes in the previous models which will hopefully be filled through the data collection and analysis performed during this study.

There are many different avenues for people to communicate with one another through the invention of the Internet. New media technology is defined as information and communication technologies and their associated social contexts (Lievrouw and Livingstone, 2006). This technology includes, but is not limited to; weblogs (blogs), podcasts, online forums, social networking websites (e.g. “My Space” or “Facebook”), video/picture sharing sites (e.g. YouTube), and other technologies (e.g. online video games/website design). Due to the fact that new media technology is still in its infancy stage of development, there is not a lot of data explaining why users try, adopt and use this newer technology. This study attempts to answer these questions, while considering the most common types of new media technologies being used to include their frequency of usage, content found on them, and the context in which they are used. The last part of the study looks at why people diffuse these new media technology sources.

This chapter begins by looking at the theories and domains related to the existing trial, usage, adoption, and diffusion models in order to leverage what already exist. First, will be the discussion of 11 prominent models that have been the standard for information

technology in the past. Next will be sections that independently review some of the newer models and ideals that have been developed pertaining to why people try, use, adopt, and diffuse New Media technologies. After that will be a discussion of the holes that began to emerge when looking at all the different trial, usage, adoption, and diffusion models examined in this research study with regards to New Media technology services. Finally, there will be a discussion of a proposed model that will hopefully fill the holes that were determined.

Existing Predominant Trial, Usage, Adoption, and Diffusion Models

There are 11 existing predominant models that have been used as the standard to which one would need to review when research the trial, usage, adoption, and diffusion of information technology. Theory of Reasoned Action (TRA) is drawn from social psychology and has been used to predict a wide range of behaviors, as it is one of the most fundamental and influential theories of human behavior (Fishbein & Ajzen, 1975). The conceptual framework shows that a person's attitude toward any object, issue, behavior, or event is determined by his salient beliefs linking the object to various attributes and by his evaluations of those attributes (Fishbein & Ajzen, 1975). The intention to perform a given behavior is related to particular kinds of attitudes and beliefs, namely, attitudes toward the behavior and subjective norms concerning performance of the behavior (Fishbein & Ajzen, 1975). This model refers to adoption for the purpose of this research.

Technology Acceptance Model (TAM) is tailored towards information systems context, and was designed to predict information technology acceptance and usage on the

job. TAM2 extended TAM by including subjective norm as an additional predictor of intention in the case of mandatory settings (Davis, 1989). Regression analysis suggest that perceived ease of use may actually be a causal antecedent to perceived usefulness, as opposed to a parallel, direct determinant of system usage (Davis, 1989). This model refers to adoption and usage for the purpose of this research.

Motivational Model (MM) applies motivational theory to understand new technology adoption and use within the information systems domain (Davis et al., 1992). The model deals with how user training can have an important influence on technology acceptance and use (Davis et al., 1992). The model deals with both extrinsic and intrinsic motivations. Extrinsic motivation relates to the perception that users will want to perform an activity because it is perceived to be instrumental in achieving valued outcomes that are distinct from the activity itself (Davis et al., 1992). Intrinsic motivation relates to the perception that users will want to perform an activity for no apparent reinforcement other than the process of performing the activity per se (Davis et al., 1992). This model refers to adoption and usage for the purpose of this research.

Theory of Planned Behavior (TPB) adds the construct, perceived behavioral control, to TRA, to predict intention and behavior, and has been successfully applied to the understanding of individual acceptance and usage of many different technologies (Ajzen, 1991). Intentions to perform behaviors of different kinds can be predicted with high accuracy from attitudes toward the behavior, subjective norms, and perceived behavioral control; and these intentions, together with perceptions of behavioral control, account for considerable variance in actual behavior (Ajzen, 1991). Attitudes, subjective

norms, and perceived behavioral control are shown to be related to appropriate sets of salient behavioral, normative, and control beliefs about the behavior (Ajzen, 1991). This model refers to adoption and usage for the purpose of this research.

Combined TAM and TPB (C-TAM-TPB) combines the predictors of TPB with perceived usefulness from TAM to provide a hybrid model (Taylor & Todd, 1995). This model includes attitudinal, social, and control elements to explain the use of information technology (Taylor & Todd, 1995). It produces diagnostic tools to predict information systems acceptance and pave the way for design changes before users acquire experience with a system (Taylor & Todd, 1995). This model refers to usage for the purpose of this research.

Model of PC Utilization (MPCU) is used for information systems contexts and is used to predict PC utilization, individual acceptance, and use within a range of information technologies (Thompson et al., 1991). The results show that social norms and three components of expected consequences (complexity of use, fit between the job and PC capabilities, and long-term consequences) have a strong influence on utilization (Thompson et al., 1991). The findings confirm the importance of the expected consequences of using PC technology, suggesting that training programs and organizational policies could be instituted to enhance or modify these expectations (Thompson et al., 1991). This model refers to trial and adoption for the purpose of this research.

Strong social networks are the premise behind some theories that explain how interactions between people can lead information sharing using new media technologies.

One of these theories is the Innovation Diffusion Theory (IDT), which explains the success of viral marketing and refers to the dissemination of information, abstract ideas, concepts, and practices within a social network (Rogers, 1995). The four key elements in the Innovations Diffusion Theory are; innovation – any idea, process, or object considered new by a particular individual or group; communication channel – the way in which the information is disseminated to other; social system – any organization or group that are connected by some common purpose or goal; and time – consisting of the length of the innovation-decision process, the actual time it takes for another individual or group to adopt the innovation, and the actual rate of adoption (Rogers, 1995). This theory, through it four elements, explains how new innovations in the digital world can be used to disseminate messages quickly to many people. New Media technologies are just a few of the newest technologies used for viral marketing and information sharing purposes. This model refers to diffusion for the purpose of this research.

Social Cognitive Theory (SCT) is used to study performance, acceptance, and use of information technology in the context of computer utilization (Compeau & Higgins, 1995). It concentrates on the role of individuals' beliefs about their abilities to competently use computers (computer self-efficacy) in determination of their computer use (Compeau & Higgins, 1995). Computer self-efficacy was found to exert a significant influence on individuals' expectations of the outcomes of using computers, their emotional reactions to computers (affect and anxiety), as well as their actual computer use (Compeau & Higgins, 1995). This model refers to adoption and usage for the purpose of this research.

There have been many models centered on technology related factors that examined trial, adoption, usage, and why people diffuse New Media services. The eleven prominent models mentioned above, and their contribution towards technology acceptance research are summarized in Table 1.

Table 1. Technology Acceptance Models and Theories of Individual Acceptance

| |
|--|
| Technology Acceptance Models and Theories of Individual Acceptance |
| Theory of Reasoned Action (TRA) |
| Drawn from social psychology, been used to predict wide range of behaviors, one of most fundamental and influential theories of human behavior (Fishbein & Ajzen, 1975) |
| Technology Acceptance Model (TAM/TAM2) |
| Tailored towards information systems context, designed to predict information technology acceptance and usage on the job, TAM2 extended TAM by including subjective norm as an additional predictor of intention in case of mandatory settings (Davis, 1989) |
| Motivational Model (MM) |
| Applies motivational theory to understand new technology adoption and use within information systems domain (Davis et al., 1992) |
| Theory of Planned Behavior (TPB) |
| Adds construct, perceived behavioral control, to TRA, to predict intention and behavior, has been successfully applied to understanding of individual acceptance and usage of many different technologies (Ajzen, 1991) |
| Combined TAM and TPB (C-TAM-TPB) |
| Combines predictors of TPB with perceived usefulness from TAM to provide a hybrid model (Taylor & Todd, 1995) |
| Model of PC Utilization (MPCU) |
| Used for information systems contexts, used to predict PC utilization, individual acceptance, and use of a range of information technologies (Thompson et al., 1991) |

| |
|--|
| Innovation Diffusion Theory (IDT) |
| Used to study individual technology acceptance (Rogers, 1995) |
| Social Cognitive Theory (SCT) |
| Used to study performance, acceptance, and use of information technology in context of computer utilization (Compeau & Higgins, 1995) |
| E-Commerce Website Acceptance Model |
| Examines user's acceptance of a website, in which construct "system quality" measures technical success, and "information quality" measures semantic success (Chen, 2007) |
| Multimedia Messaging Services (MMS) |
| Built upon the motivational theory and media richness theory, that captures both extrinsic (e.g., perceived usefulness and perceived ease of use) and intrinsic (e.g., perceived enjoyment) motivators as well as perceived media richness to explain user intention to use MMS (Lee et al., 2007) |
| Two-Stage Theoretical Model of Cognition Change |
| Based off expectation-disconfirmation theory (EDT), as an extension of cognitive dissonance theory (CDT) depicting a process model of individual behavior whereby users form an initial pre-usage expectation (belief) about a product, experience its usage over time, and then form post-usage perception of the product (Bhattacharjee & Premkumar, 2004) |

A unified model that was formulated based on information technology acceptance research is called, the Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003). This model deals with user intentions to use information technology and is based off of combining eight prominent models, each with different sets of acceptable determinants (Venkatesh et al., 2003). These eight models, previously discussed, are; the Theory of Reasoned Action (TRA), the Technology Acceptance Model (TAM), the Motivational Model (MM), the Theory of Planned Behavior (TPB), a model combining the Technology Acceptance Model and the Theory of Planned Behavior (C-TAM-TPB), the Model of PC Utilization (MPCU), the Innovation Diffusion Theory (IDT), and the Social Cognitive Theory (SCT) (Venkatesh et al., 2003). UTAUT provides a useful tool for managers needing to assess the likelihood of success for new technology introductions and helps them understand the drivers of acceptance in order to proactively design interventions (including training, marketing, etc.) targeted at populations of users that may be less inclined to adopt and use new media technology systems (Venkatesh et al., 2003). The basic concept behind UTAUT is displayed in Figure 1. This model refers to adoption and usage for the purpose of this research.

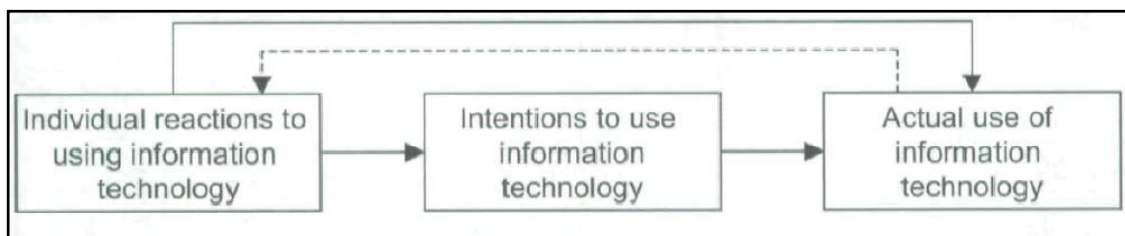


Figure 1. Basic Concept Underlying User Acceptance Models

When formulating the UTAUT model, one construct from each of the eight models dealing with user intentions to use information technology was included; attitude

from (TRA) and (TPB), perceived usefulness from (TAM) and (C-TAM-TPB), extrinsic motivation from (MM), job-fit from (MPCU), relative advantage from (IDT), and outcome expectations from (SCT) (Venkatesh et al., 2003). UTAUT was formulated with four core determinants of intention and usage (performance expectancy, effort expectancy, social influence, and facilitating conditions), and four moderators (experience, voluntariness, gender, and age) of key relationships (Venkatesh et al., 2003). The correlation between these four core determinants and four moderators can be seen in Figure 2.

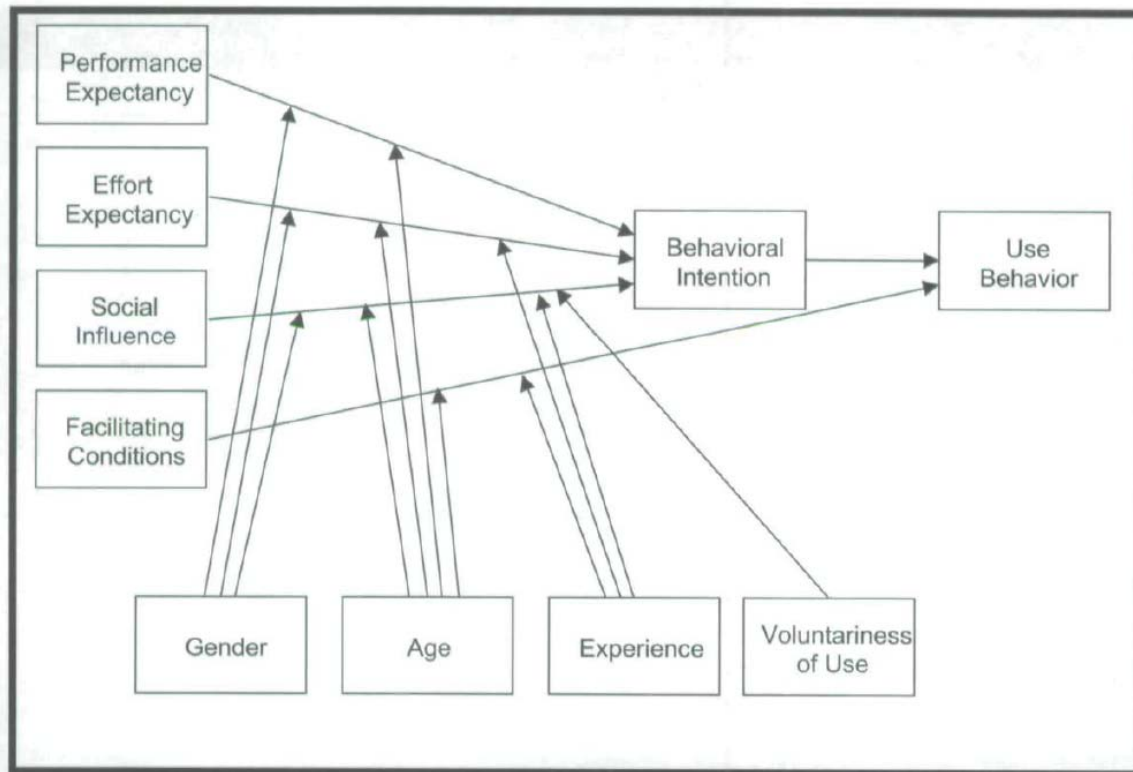


Figure 2. UTAUT Research Model

By encompassing the combined explanatory power of the individual models and key moderating influences, UTAUT advances cumulative theory while retaining a

parsimonious structure (Venkatesh et al., 2003). The results suggest that social influences do matter, thus explaining why people use new media technologies.

Vincent Cho (2006) developed an integrated model, Figure 3, that incorporated the role of trust and risk information-oriented online legal services. His model integrated trust and risks into a comprehensive framework that was based off of TAM, TRA, TPB, the Triandis Model, and IDT (Cho, 2006). The model examined the effect of the four constructs; trust in online media, trust in online services, perceived risk with online media, and perceived risk with online services (Cho, 2006). The study done on the integrated model investigated the relationships among these four constructs, and how they influence the attitude and behavior intention to adopt the information-orientated online services and found that once the trust had been established, the perceived risk would be reduced (Cho, 2006). One of the limitations to Cho's integrated model below was that the study could not include the relationship between the intention to use and actual behavior (actual usage) (Cho, 2006). This model refers to trial and adoption for the purpose of this research.

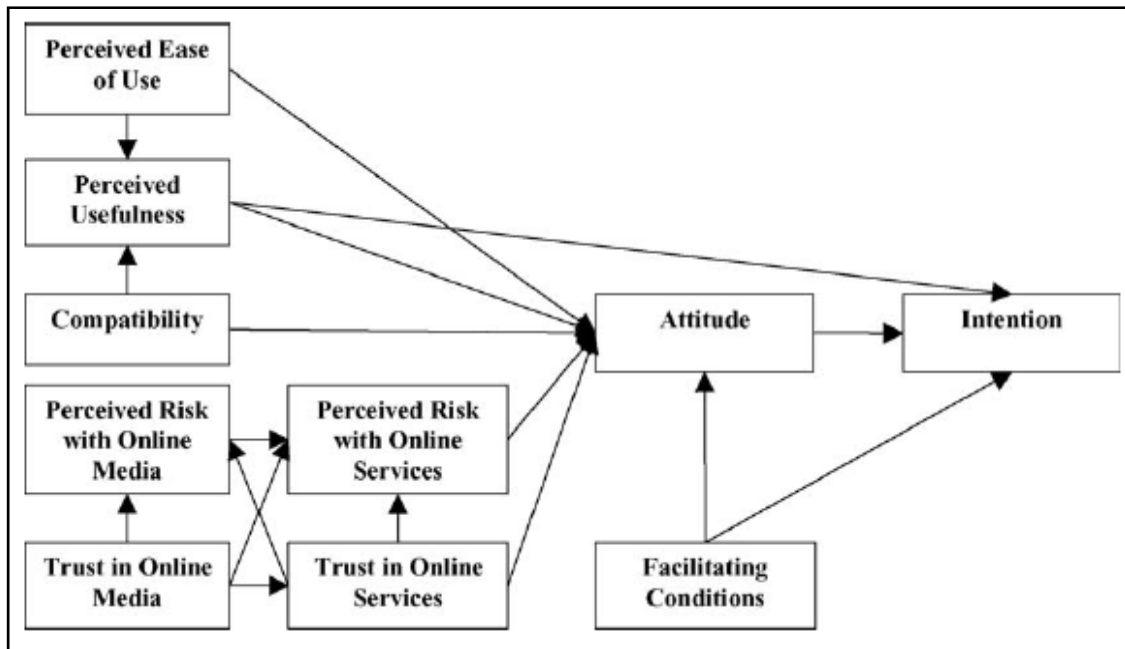


Figure 3. The Integrated UTAUT Model

Why People Try Information Technologies

Building on the earlier predominant models studied there been some other studies done with regards to using the internet as to why people try different information technology avenues. Email is one form of online word-of-mouth communication on the Internet that is being considered a replacement for the traditional face-to-face word-of-mouth communication. Other forms of this online word-of-mouth include some new media technologies; weblogs, bulletin boards, chat rooms and instant messenger clients (Sun et al., 2006). People join these types of online word-of-mouth communities for different reasons. What users seek from webcasting (Internet) services, whether localized or nationalized, are primarily content features that could fulfill their needs for affective release (i.e., entertainment), followed by cognitive stimulation (i.e., surveillance and information learning) (Lin, 2006). Ridings and Gefen (2004) identified the main reasons

for joining these online communities as being; information exchange, friendship, social support, and recreation. People who actively use the Internet in a specific content area, such as music, movies, or fashion, will also be more likely to engage in online word-of-mouth activities (Sun et al., 2006). As people join different Internet groups that pertain to their interests, their online social networks increase in size. Social networks are a product of the contexts that bring people together and can result in social ties that are more effective at conducting an action (Leskovec et al., 2006). Online word-of-mouth is more influential than traditional face-to-face word-of-mouth communication due to its speed, convenience, one-to-many reach, and its absence of face-to-face human pressure (Phelps et al., 2004). Thus, the larger one's social network, the greater the possibility of that person's overall influence.

Why People Adopt Information Technologies

Building on the earlier predominant models studied there have been some other studies done with regards to using the internet as to why people adopt different information technology avenues. Rui Chen developed an e-commerce website acceptance model that examines user's initial acceptance of a website (Chen, 2007). It is based off of the DeLone and McLean (D&M) Model, in which the construct "system quality" measures technical success and "information quality" measures semantic success (Chen, 2007, pg. 3). In addition, "user satisfaction", "individual impacts", and "organizational impacts" measure system success when the system "use" is executed (Chen, 2007). Chen's model recognizes the unique context of user's initial visits of e-commerce, by taking into

consideration, the specific user purchasing behaviors and technology adoption patterns in this setting (Chen, 2007). However, the model, seen in Figure 4, does not recognize the impact of contingency factors which are important in the context of consumer e-commerce, such as; individual traits, purchasing task characteristics, and cognitive beliefs that may influence the online customers with their decision making or purchasing behaviors (Chen, 2007).

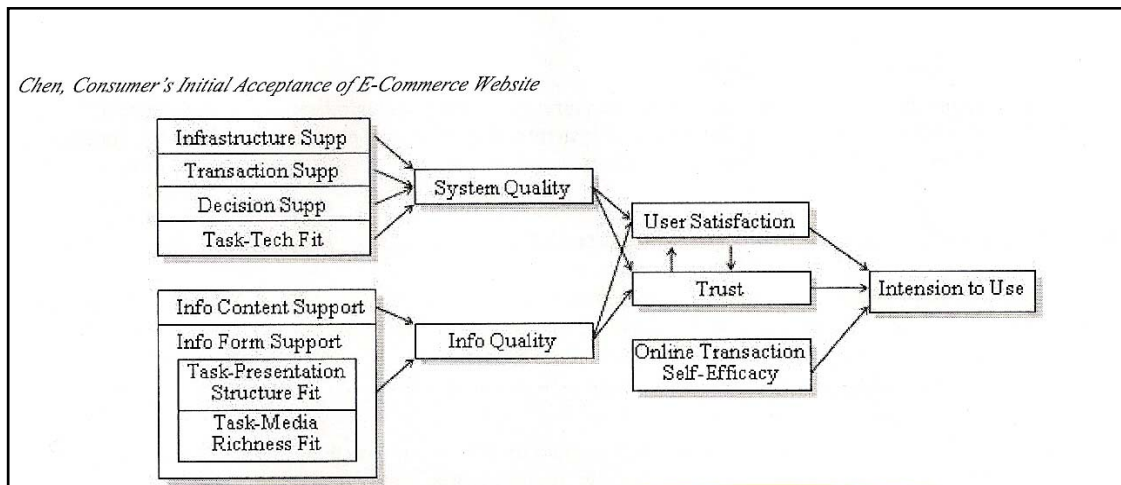


Figure 4. Consumer's Initial Acceptance of E-Commerce Model

Drawing on the elaboration-likelihood model (ELM), Figure 5, Bhattacharjee and Sanford (2006) developed a model, Figure 6, to compare two alternative influence processes, the central and peripheral routes, in motivating IT acceptance. They used ELM as the basis, because it relates directly to influence processes, their impacts on human perceptions and behavior, along with explaining why a given influence process may lead to differential outcomes across different users in a given usage setting (Bhattacharjee & Sanford, 2006).

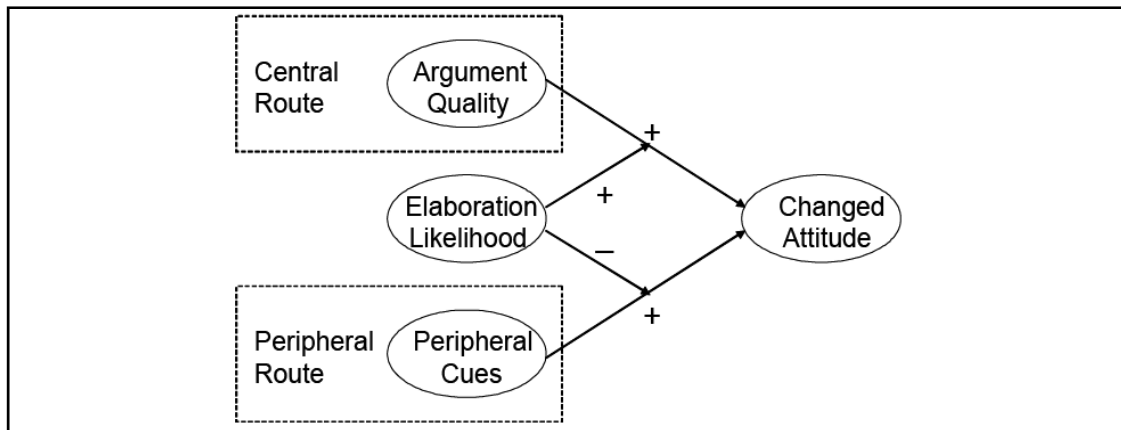


Figure 5. Elaboration Likelihood Model

The seven constructs of interest to their study and model were: perceived usefulness, attitude, acceptance intention, argument quality, source credibility, user expertise, and job relevance (Bhattacharjee & Sanford, 2006). The results of their model and study confirmed that both influence routes are moderated by users' motivation and ability to elaborate or process issue-relevant arguments (Bhattacharjee & Sanford, 2006). Two major advantages of the model and its study are; that it focuses on the processes by which user perceptions are formed and its contextualized nature, which can explain not only how influence effects vary across individual but also how such variation may occur within individuals as elaboration motivation and ability changes with time (Bhattacharjee & Sanford, 2006). Some limitations to this model include; that there was a lack of experimental controls, they used acceptance intention as a proxy for acceptance behavior even though prior research indicated that intention may be a weak proxy for behavior, and they examined peripheral cue credibility, even though it may be viewed differently by IT users depending on their extent of elaboration, which could result in idiosyncratic effects on the dual process model (Bhattacharjee & Sanford, 2006).

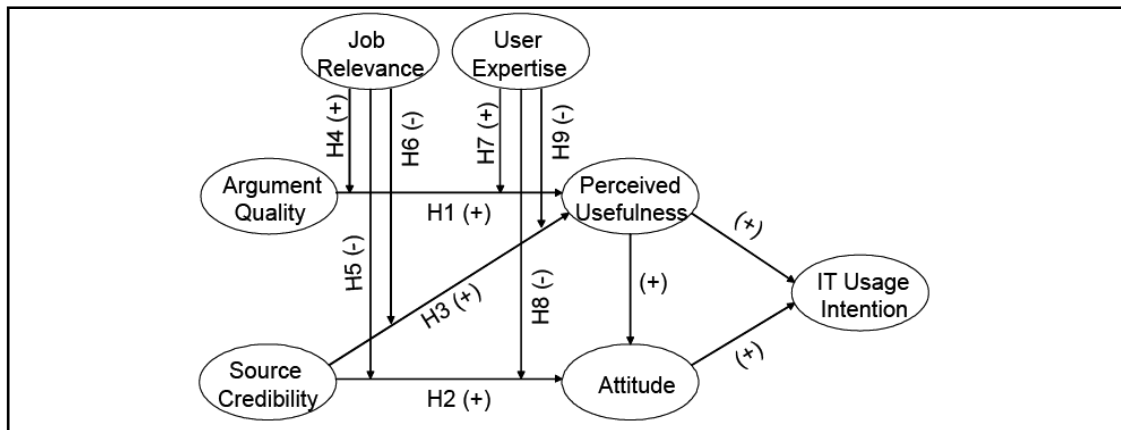


Figure 6. Model Comparing the Central and Peripheral Routes in Motivating IT Acceptance

Why People Use Information Technologies

Building on the earlier predominant models studied there been some other studies done with regards to using the internet as to why people use different information technology avenues. Multimedia Messaging Services (MMS) is a new medium that enriches people's personal communication with their business partners, friends, or family (Lee et al., 2007). Building upon the motivational theory and media richness theory, Lee et al. (2007), designed a research model, Figure 7, that captures both extrinsic (e.g., perceived usefulness and perceived ease of use) and intrinsic (e.g., perceived enjoyment) motivators, as well as, perceived media richness to explain user intention to use MMS. The results of the study using their model showed that both extrinsic and intrinsic motivators are important to the formation of intention to use MMS (Lee et al., 2007). The study also found that perceived ease of use had a stronger effect on the intention to use MMS than that of perceived usefulness, which was inconsistent with a number of prior studies findings (Lee et al., 2007). Perceived ease of use was found to be a dominate factor affecting MMS adoption intention and had a strong impact on perceived

usefulness and perceived enjoyment (Lee et al., 2007). Some of the limitations to this research include; omission of important variables since the model only accounted for 65% of the variance in behavioral intention, and that the study was done in a cross-sectional setting, while it should have been done as a longitudinal study, because of the extent to which behavioral intention can be used to predict future behavior in a rapidly changing technological environment is unknown (Lee et al., 2007).

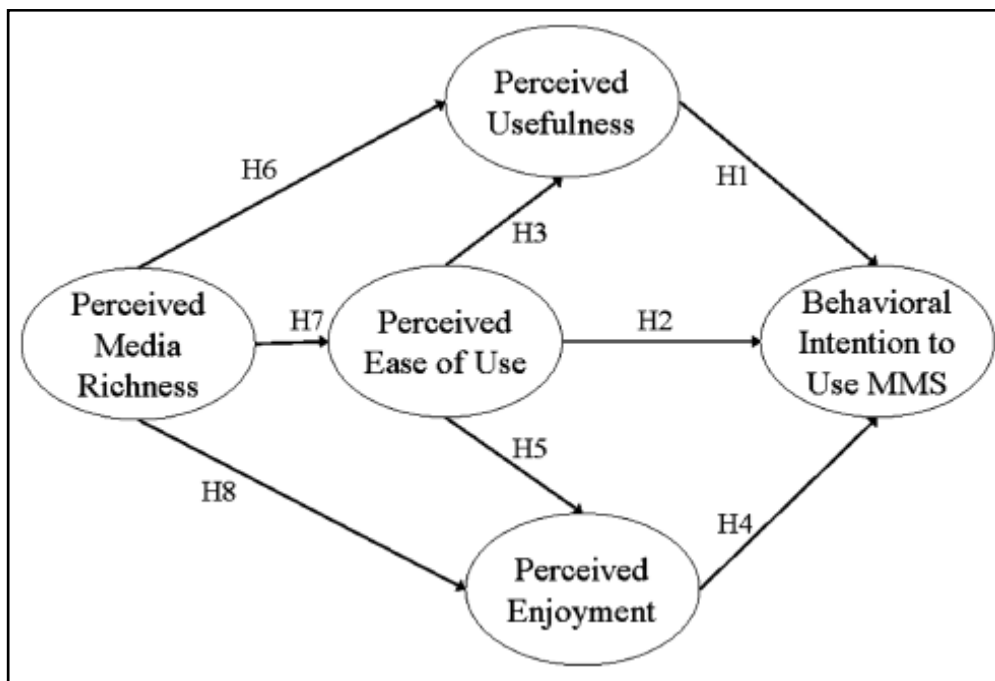


Figure 7. Model for Explaining User Intention to Use MMS which Captures Both Extrinsic and Intrinsic Motivators

Reasons for the Diffusion of Information Technologies

Building on the earlier predominant models studied there been some other studies done with regards to using the internet as to why people diffuse different information technology avenues. Studies have shown that for a company's email to be passed between people, their best chances occur if the email presentation involves enjoyment, entertainment, helping others, or communicate caring (Phelps et al., 2004). It has been

found that people will forward messages about 40% of the time (Phelps et al., 2004), so for people and companies to understand what 40% is being passed on, it is important to understand why they themselves would pass an email or messages. The model that Phelps used in his research to depict a typical pass-along email episode can be seen in Figure 8. The model contains four stages; (1) the receipt of a pass-along email message, (2) the decision to open or delete the message, (3) if opened, the reading/decoding of the message, and (4) deciding whether to forward the message on to others and can be seen below (Phelps et al., 2004).

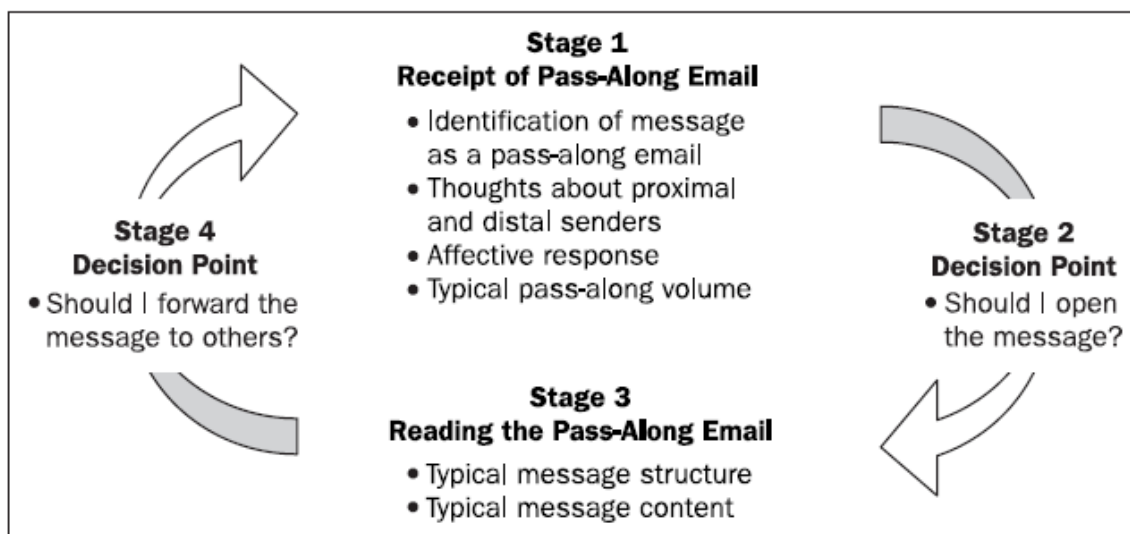


Figure 8. Pass-Along Email Episode Model

Understanding how one's own self would progress through these stages would be a good start in trying to figure out why others do the same. However, companies need to realize that consumer-to-consumer interaction is a two-way street, and bad news travels just as fast, if not faster, than good news (Phelps et al., 2004). While the Web can be effective, it also can bite back, as consumers can spread gripes about a brand just as

easily (Howard, 2005). Russ Klein, Burger King's chief marketing officer, states, "Advertisers are not nearly in control of their brand message as they think they are. When you are out there living in that world, they are not always going to say nice things about you" (Howard, 2005, pg. 2). Thus, companies need to make sure their products or ideas they are selling will be able to withstand possible mass consumer ratings and analysis if they dare to compete in the virtual world.

Online word-of-mouth is a form of diffusion that can have extreme negative affects on a company or a person as well, due to the same reasons it is influential. Becky Munday, managing director of Mando Brand Assurance, states; "that the danger is underestimating the power of the medium as the Internet gives you word-of-mouth among an enormous audience in an instant" (Bidlake, 2007, pg. 17).

Mass audience exposure through the Internet is very real in today's society and something that needs to be considered when placing one's self or their company's reputation and product services on the Internet. Rogers (1995) has argued that mass media channels are relatively more important in generating awareness of an innovation, whereas interpersonal communications are important for persuasion (Kalyanam et al., 2007). Word-of-mouth communication is likely to be perceived as more persuasive, because information from personal sources is considered more credible than information from mass media or marketing sources (Bickart & Schindler, 2001; Brooks, 1957). In the persuasion situation, the essential criterion of effectiveness is acceptance of content (Greenwald, 1968).

People can easy spread the word about defective or ineffective products around the world, must faster than before, using the Internet. For example, Lucid Marketing

survey found that 68% of individuals consulted friends and relatives before purchasing home electronics, so if one person had a bad experience with a product and told someone else who was looking about their experience, they would probably have a negative view of that product, and thus would purchase a different product (Leskovec et al., 2006).

The effects of persuasive communication might range from persuasion – when the recipient rehearses content supporting the advocated position – to boomerang – when the recipient rehearses content opposing the advocated position (Greenwald, 1968). A recipient can be persuaded by dialog on the Internet if it begins with a reliable person whom they know or trust, and the information given can be confirmed by one or more other sources. People also tend to be persuaded more easily if their preconceived notion of the subject of interest being discussed is related to the viewpoint of the person doing the persuading. This form of persuasion can be shown by the assimilation-contrast approach, which predicts that the individual reacts with favorable cognitions to persuasive statements within his latitude of acceptance, and with unfavorable cognitions to statements outside his latitude of acceptance (Sherif & Hovland, 1961). Xue and Phelps (2004) discovered that consumer-generated comments on a product posted on an independent online forum were more persuasive than those posted on a commercial website, especially when individuals were less involved with the product. If people witness a political candidate or someone in authority doing or saying something against what they have previously said that they stand for, these witnesses can harm that person's reputation through instant online word-of-mouth communities. This is why Dave Balter, CEO of BzzAgent, a leading industry firm, states “that honesty is central to the survival

of word-of-mouth marketing and viral advertising and that making a good impression is vital” (Terdiman, 2005, pg. 2). Balter also states; “that the power of word-of-mouth can be seen through his company’s research that found that a quarter of all communications between people involved some discussion of a product or service” (Terdiman, 2005, pg. 2).

Communication between people has always been the best way for companies to sell more products, as the more people that find out about their goods and services then hopefully the greater amount of possible sales. An example of the importance of diffusion can be seen when looking at the reasons that companies are beginning to use viral marketing when introducing their products to customers. There are many different definitions to viral marketing, but they are all related to the same premise and have the same basis meaning. A few of these definitions follow. Viral is a marketing strategy that involves creating an online message that’s novel or entertaining enough to prompt consumers to pass it on to others – spreading the message to others like a virus at no cost to the advertiser (Howard, 2005). Tim Francis of Aspect Film describes viral marketing as creating an awareness of a product or a service by not selling it, but by making the product cutting edge, quirky, or amusing enough, that if somebody receives it on a personal basis as an email, they will think it is so funny they want to pass it on (Brass, 2007). “All viral means is that you have created a message that people want to share, it is proof that your message is resonating, and if people want to pass it along, that is what brand marketing is all about,” says Gregg Spiridellis, who co-founded animation and

design studio JibJab (Howard, 2005, pg. 2). The short definition to viral marketing is that it is not a thing, but a process, philosophy, and effect (Ireland, 2008).

Viral marketing is becoming the next big “it” thing with businesses to sell their products and has become a standard of advertising on the different types of New Media technologies. Its strategy, using communication between people, has wide applicability with e-commerce, groupware, community, messaging, and promotions for businesses using this type of marketing to further the Internet explosion (Jurvetson & Draper, 1997). It is also most powerful when it taps into the breadth of its customers’ weak connections to others, since tapping into the customer’s entire address book is more valuable than just reaching their best friend in terms of possible profits and sales for companies (Jurvetson & Draper, 1997). A viral agent is an item, article, or experience intended to initiate the dual positive reaction of involving the recipient forwarding the item, article, or experience to an associate, and having the recipient buy into your message (Ireland, 2008). For the viral marketing campaign to be successful for the corporations, the viral agent needs to be carefully woven from the central sales message, tailored to a target audience, and the transition to their site and /or sales message needs to be smooth and effective (Ireland, 2008). New Media technology services provide individuals and corporations an avenue over the internet to use viral marketing as they can disseminate messages and advertisements quickly to their targeted audiences.

Marketers have caught the viral marketing bug and are increasingly weaving viral components into their marketing plans, because this approach is relatively inexpensive and can sometimes be more believable than standard ads (Howard, 2005). Corporations

are sparing no expense to employ online strategies, and are striving to make themselves part of young people's increasingly digital lifestyle with marketing campaigns utilizing blogs, podcasts, instant messaging, viral marketing campaigns, video sharing, ads on third-party URLs, video book trailers, and social networking sites like MySpace (Maughan, 2007). Viral marketing is a technique used to build the public awareness of one's product or company by using many different forms of media to reach out to people, and has been a popular means of advertising and marketing because they are relatively low cost (Riewe, 2007). Though specific viral spending is difficult to measure, overall spending on Web advertising continues to rise as marketers spent \$7.4 billion in 2004, which was a 21% increase over 2003 on Internet ads, according to TNS Media Intelligence (Howard, 2005).

Customer focus is the leading trend of viral marketing. Marketers can get their products recognized through their own websites, but it takes user-generated sites, along with their attached social networks, to expand their product sales through word-of-mouth advertising. In user-generated content sites, the concerns of the advertisers are secondary to those of the customer (Leonard, 2006). For a company to be successful using viral marketing campaigns, they need to have a creative site and produce ads that people want to show their friends and family, something that sticks out with an experience or some humor that will be remembered. Viral marketing exploits existing social networks by encouraging customers to share product information with their friends (Leskovec et al., 2006). Rich Silverstein, a founder of Goodby Silverstein & Partners states, "It's far better to turn these people into your distributors by making ads so great that consumers

pass them around and upload them to such sites. If it's worthy, if it's pass-around worthy, it's going to do good for your brand. If they are not passing it around, it's crap. It's useless" (Leonard, 2006, pg. 61). Kevin Roddy, executive director of Bartle Bogle Hegarty, also agrees and states, "I believe if you want to be successful in the world of viral, you need to play by the rules of entertainment, not the rules of selling. A lot of brands might have a difficulty with that. But as soon as you [sell], people say, 'Well I'm not going to do your work for you.'" (Leonard, 2006, pg. 61).

Viral marketing can be as successful, or more successful, than regular advertising channels if done the correct way. This is due to the influence over others due to the impact of online word-of-mouth advertising. Marketers can sell more products if they have a positive product image, and can break into the many different social networks people are a part of through online word-of-mouth advertising. Viral marketing gives the marketers the possibility of exponential growth over the term of their product sales if used correctly. When it comes to getting a message out with little time, minimal budgets, and maximum effect, nothing on earth beats a virus (Rayport, 1996).

Even though there are many different possible viral growth models, one thing is clear, that there is potential for exponential growth. This potential is what will keep companies using viral marketing as a resource to get their products known, because slow growth at front could lead to greater growth and more profit in the future.

Businesses are finding it more important than ever to have a quality viral marketing strategy in place if they want to continue making profit and reaching as many customers as possible. To successfully plan and create a viral marketing project, one

needs to give constant care and attention, and make sure they have a positive personal relations campaign. For an Internet promotion to be deemed a success, the retailers have to build the offer into a long-term relationship with the customer (Bidlake, 2007). This means, having customers who will initiate and pass along positive email messages concerning your product or service (Phelps et al., 2004). This form of communication could lead to an exponential amount of growth for the company, as long as, the company keeps up-to-date on the online customer needs, and tailors their products and websites to meet these needs. Many people agree that turning customers into a marketing force is crucial for viral marketing. Media is fragmenting and consumers are more skeptical and harder to reach, leaving viral and word-of-mouth as the most attractive cost-efficient alternative to paid advertising, which can cost millions (Creamer, 2007). In short, advertising is expensive and hard-to-believe; viral is cheap and credible (Creamer, 2007). Virals can be used successfully in tandem with more traditional advertising, and the ideal campaign is one that ties the two elements together (Brass, 2007).

When looking at the diffusion of information technology it is important to understand the ways in which the behavior of a person leads them to want pass along what they have tried, adopted, and used themselves. Behavior in response to referrals results from two alternative models of influence; normative influence – where recipient behavior is based on interpreting the information provided by the influencer as an implied expectation to conform, and informational influence – where recipient behavior is based on a personal evaluation of the information provided by the influencer (Subramani & Rajagopalan, 2003). Normative influence is the central mechanism in “signaling use, group membership and motivated evangelism,” and in contexts of normative influence,

the mechanisms influencing action are identification and compliance (Subramani & Rajagopalan, 2003, pg 305). Informational influence is the central mechanism in “awareness creation and benefits signaling,” and in contrast, the mechanism underlying informational influence is internalization (Subramani & Rajagopalan, 2003, pg 305). While behavior linked to normative influence is often discontinued when recipient action is not observable or salient to the influencer or the group, behavior in response to informational influence is usually sustained and incorporated into habitual actions of respondents over time (Subramani & Rajagopalan, 2003). This framework provides insight into the importance of influencer characteristics and recipient characteristics in influencing behavior (Subramani & Rajagopalan, 2003). The quadrants are associated with different mechanisms of compliance, while the framework highlights contexts where the characteristics of the influencer and the recipient are key to explaining outcomes (Subramani & Rajagopalan, 2003). However, success hinges upon the recognition of the strong need for influencers to be viewed as knowledgeable helpers in the social network, rather than as agents of the marketer (Subramani & Rajagopalan, 2003).

Holes in Previous Models

During the course of the literature review process it was found that there is not much information on why users “individually” actually try, use, and adopt new media technologies. In fact when doing searches of journal articles, reports, papers, and other media sources, almost all the articles had to do with studies done on a corporate level rather than down to an individual level. Among youth today, the popular communication forms include e-mail, instant messaging, text messaging, chat rooms, bulletin boards,

blogs, social networking utilities such as MySpace and Facebook, video sharing such as YouTube, photo sharing such as Flickr, massively multiplayer online computer games such as World of Warcraft, and virtual worlds such as Second Life and Teen Second Life (Subrahmanyam and Greenfield, 2008). Teens use instant messaging and social networking sites mainly to communicate and keep in contact with offline friends, they see frequently (91 percent) or with friends they see rarely (82 percent), along with blogs to share details of every day happenings in their life (Subrahmanyam and Greenfield, 2008). Online communication forms that allow for anonymity offer adolescents a new avenue to practice partner selection, recover from the sting of social rejection, cope with threats to "belonging" in their offline lives, find emotional support when struggling with extremes of behavior, and to get health-related information anonymously (Subrahmanyam and Greenfield, 2008).

Previous studies that have been done suggest that individual differences effect technology use and the perceptions about the capabilities of different technologies (Yi et al., 2005). Yi et al. (2005) performed a study that incorporated individual differences into TAM, and explored how individual differences, in combination with perceptions about new technologies, influence technology usage behavior. The study comprised of two research streams and used perceived ease of use (PEOU) and perceived usefulness (PU) as the variables of interest (Yi et al., 2005). The first research stream posits that individual differences influence technology use indirectly through perceptions, while the second research stream argues that individual difference variables may moderate the

relationships between perceptions and technology use, which is shown in Figure 9 (Yi et al., 2005).

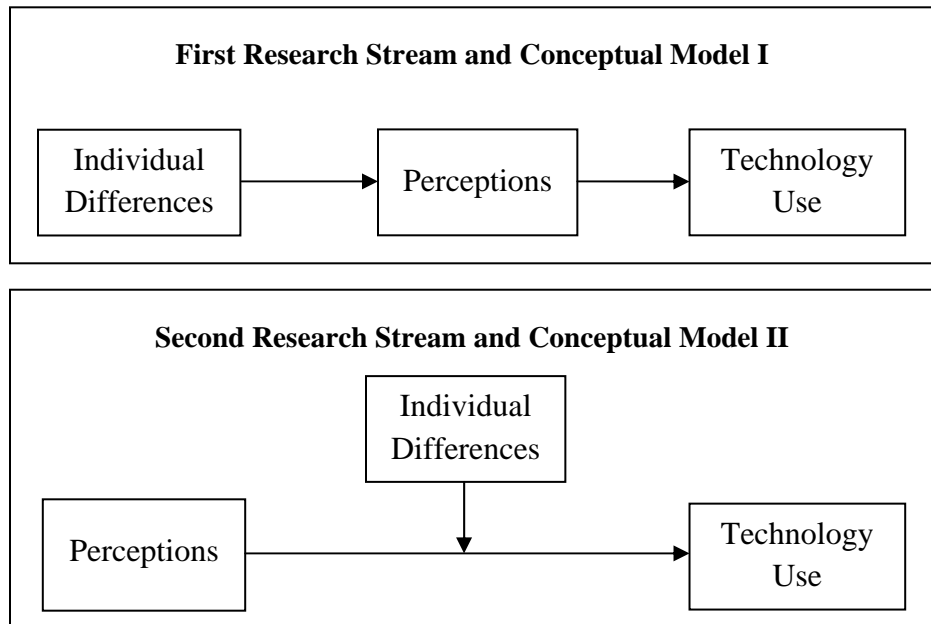


Figure 9. Research Streams for Individual Differences Correlated with Technology Use

Research model I, shown in Figure 10, based off of the first research stream posits that PU and PEOU fully mediate the impacts of gender, age, computer experience, and personal innovativeness on technology usage behavior (Yi et al., 2005). Research model II, shown in Figure 11, based off the second research stream posits that gender, age, computer experience, and personal innovativeness moderate relationships between perceptions and technology usage behavior (Yi et al., 2005).

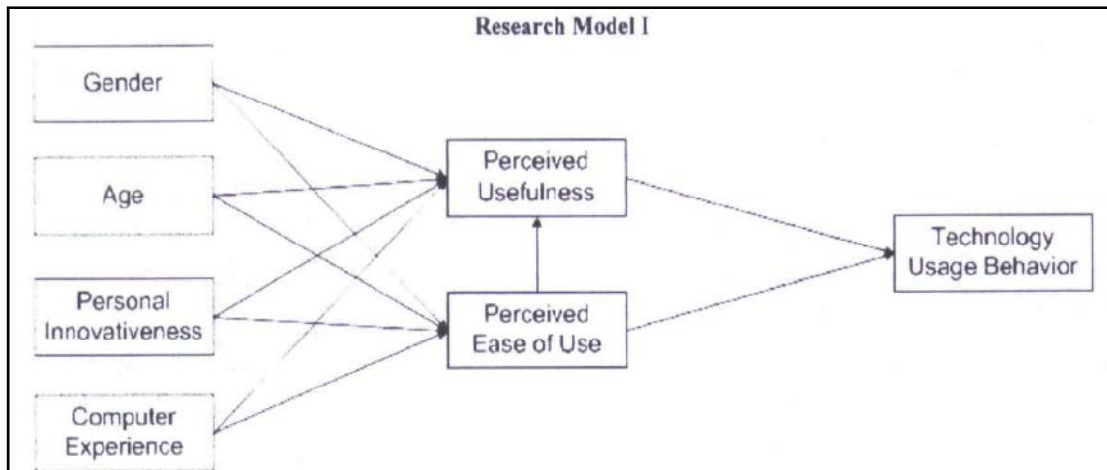


Figure 10. Research Model Based off of First Research Stream

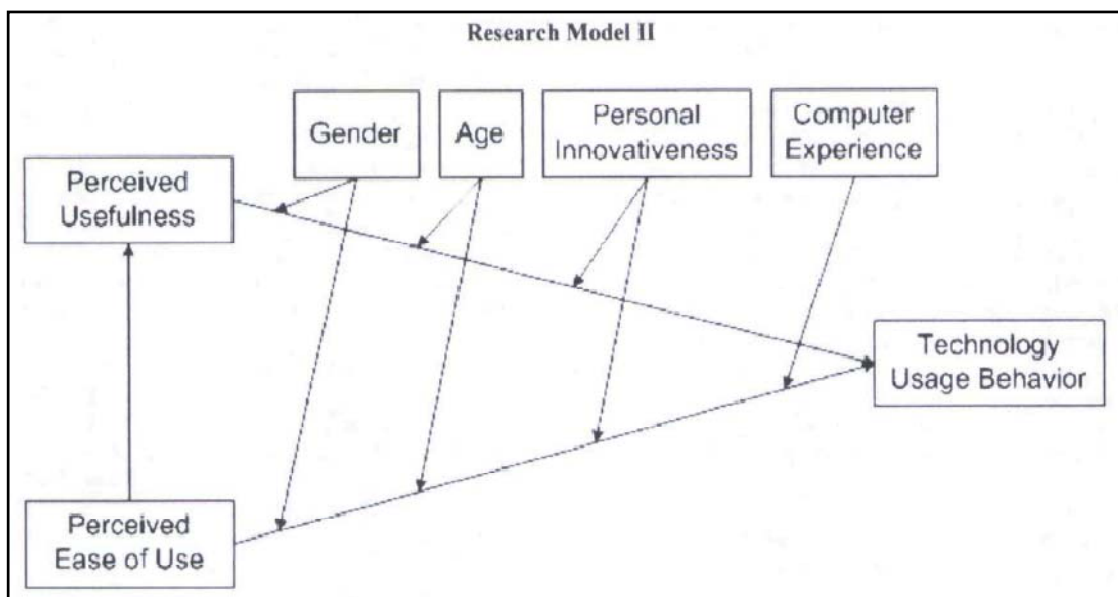


Figure 11. Research Model Based off of Second Research Stream

The study concluded that individual differences may influence technology use directly or indirectly, while they may also moderate the relationship between perceptions and technology use (Yi et al., 2005). Yi et al. (2005) proposed the integrated framework, Figure 12, regarding the influence of individual differences on technology use, which suggests that individual differences may influence technology use in multiple ways;

directly, indirectly through perceptions, and moderating the relationships between perceptions and technology use.

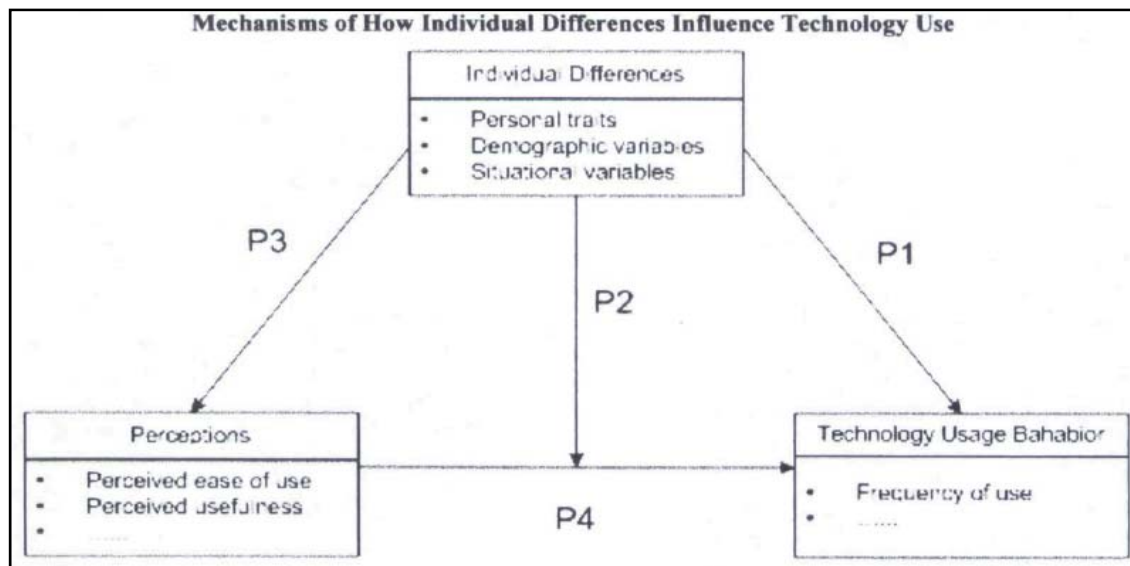


Figure 12. Integrated Framework Regarding Influence of Individual Differences on Technology Use

Proposed Content Acceptance Model (CAM)

The independent variables from each of these models can be categorized into one of three dimensions based on the target of the attribute; person, technology, and environment, as seen in Table 2. It is interesting to note that all three categories deal solely with the technology itself. What is conspicuously absent from this list is any reference to the content the system provides which can be particularly relevant with regards to New Media given that it is the content which is most often evaluated. When dealing with New Media technologies, which is technology independent, I would argue that content should not only be an antecedent of trial, adoption, usage, and diffusion, but that content would be the most important of the four categories. Due to the lack of a content focused model, the emergence of a content acceptance model is one I believe is

needed when examining New Media technology services. Developing a model looking at IT content should be focused at the individual level, as that is the main focus of New Media services.

Table 2. Categorized Lists of Independent Variables from Information Systems Models

| Person | | Technology | | Environment | |
|---------------------|------------------------------|---------------------|------------------------------|-------------|-------------------------|
| Model | Independent Variable | Model | Independent Variable | Model | Independent Variable |
| TRA | Attitude toward using tech. | TAM/ TAM2 | Perceived usefulness | MPCU | Job-fit |
| | Subjective norm | | Perceived ease of use | | Complexity (reversed) |
| TAM/TAM2 | Subjective norm | C-TAM- TPB | Perceived usefulness | | Long-term consequences |
| MM | Extrinsic motivation | IDT | Relative advantage | | Social factors |
| | Intrinsic motivation | | Ease of use | | Facilitating conditions |
| TPB | Attitude toward using tech. | | Result demonstrability | IDT | Visibility |
| | Subjective norm | | Triability | | Image |
| | Perceived behavioral control | | Compatibility | | Voluntariness |
| C-TAM-TPB | Attitude toward using tech. | SCT | Outcome expectations | E-commerce | Organizational impacts |
| | Subjective norm | MMS | Perceived media richness | DIT | Communication channel |
| | Perceived behavioral control | | Perceived usefulness | | Social system |
| MPCU | Affect toward use | | Perceived ease of use | | Time |
| SCT | Outcome expectations | DIT | Innovation | | |
| | Self-efficacy | Cognitive Change | Perceived usefulness | | |
| | Affect | | Intention toward using tech. | | |
| | Anxiety | | Disconfirmation | | |
| E-commerce | User satisfaction | | | | |
| | individual impacts | | | | |
| MMS | Perceived enjoyment | | | | |
| Cognitive Change | Attitude toward using tech. | | | | |
| | Satisfaction using tech. | | | | |

Therefore, I have asked the same questions related to trial, adoption, usage, and diffusion in the New Media context, with the expectation that the answers received will be different from those received on the traditional context. As a result the derived theory will also be different. Again, the expectation is that this new theory will revolve in some

manner around the content associated with these systems. This process is summarized in Figure 13. A new way of thinking, focusing on individual and content adoption, leads to the development of a Content Acceptance Model (CAM): new thoughts regarding the trial, adoption, and usage of New Media.

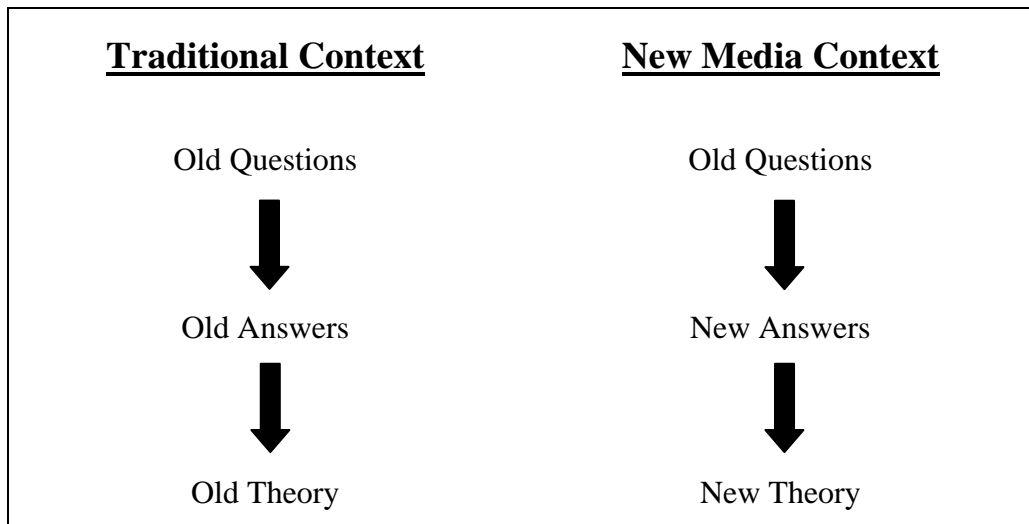


Figure 13. Process Developing Theory Related to New Media

III. Methodology

Sample

The data used for this research consisted of 80 in-depth interviews recorded on paper, videotape, and audio recording. For those who chose to answer, the race/ethnicity of the participants was African American (27.5%), Caucasian (25.0%), Hispanic (23.8%), and Asian (15.0%). Participants were from the United States (62.5%), Middle East (6.3%), Western Europe (6.3%), South America (6.3%), sub-Saharan Africa (3.8%), India (6.3%), and China (6.3%). Eighty young adults, both male and female, aged 18 to 25 (18-21: 38.8% and 22-25: 61.3%) participated in the study.

Data Collection

Definitions

Before discussing the themes relating to each of the research questions, it is first important to define some of the terms that will be used pertaining to the research questions. The first thing addressed will be the differences between try, adopt, or use in relation to the New Media technology services. No universal definitions of try, adopt, or use exist leading to the lack of discriminate validity. Edwin Locke explains, "that the definition of a concept is a prerequisite to valid measurement, and one cannot attempt to measure something unless one knows what it is one is trying to measure" (Locke, 2003, pg. 417). Locke also states, "that a definition is only a shorthand identification designed

to ensure cognitive clarity, and identifies only the most fundamental differentiator, while based on observing reality and conceptualizing one's observations" (Locke, 2003, pg. 416). A word (except in the case of proper nouns) is a symbol that stands for a concept and accomplishes two things; (a) it ties the concept to reality, and (b) it distinguishes the concept from other concepts (Greenberg, 2003). Locke also states, "dictionaries can be very useful, presumably because others already have done the conceptual work, and that looking at reality can eliminate a lot of confusion" (Locke, 2003, pg. 417).

Due to this concept, the definitions used for try, adopt, use, and context for this research purpose came from the Merriam-Webster online dictionary. Try is defined, "to put to test or trial, to subject to something that test the powers of endurance, to make an attempt at" (Merriam-Webster, 2009). Simply stated, trying something is the same as attempting to do something new and seeing if the way you are doing it works for you. Adopt is defined, "to take up and practice, use, to accept formally and put into effect" (Merriam-Webster, 2009). Simply stated, to adopt something means that a person decided to make the thing they tried previously their own, because they liked what that thing had to offer them. Use is defined, "the act/practice of employing something, the fact/state of being used, habitual/customary usage" (Merriam-Webster, 2009). Simply stated, that once a person tried something new and adopted it because they liked what it had to offer, they continued to apply it for their own purposes. Context is defined, "the interrelated conditions in which something exists/occurs" (Merriam-Webster, 2009). Simply stated, context is the set of circumstances that surround a particular event and the effect that these circumstances have on a person trying something new out. These definitions are important to remember as the first research question deals with why users

try, adopt, and use New Media technology services and the fourth research question deals with the context in which New Media technologies are being used.

Procedure

Advertisements were posted in mid-western city asking for volunteers to participate in the research study. Subjects were prescreened to ensure that they had used a social network site, blog, video sharing site, or online product review within the last month. When potential subjects responded to the solicitation, they were asked to fill out a short self reported screener that was used to determine if they were heavy users of New Media. If selected, they participated in an in-depth interviews that lasted 60 minutes. The questions that were used for the semi-structured interviews are located in Appendix D. The interviews were analyzed through the ATLAS.ti5 software program (Lewins and Silver, 2007).

Measures

Three items were used to collect data: (a) self reported screener, (b) self reported homework assignment, and (c) semi-structured interview. After the data were collected, the interviews were transcribed and coded. The three items used as measures for this research are detailed below, along with an explanation of why each measure was important to the research.

Self Reported Screener

The first measure used for this research was the self reported screener. The purpose of the screener was to separate all participants into different levels of New Media technology use. The screener was created to ensure the sample interviewed consisted of New Media technology users. This screener helped the researcher determine the level of New Media technology experience each subject possessed. If any of the subjects reported less than an hour of use, per week, of New Media technology, then they were not selected to be interviewed. A copy of the screener is located in Appendix A. This process concluded with 80 participants being identified to complete the interview process.

The screener was sent to subject matter experts to generate the questions listed on the screener. Before the screener was used for this research, a pilot study was conducted to test the proposed questions that would be used. The two goals of the pilot study were to evaluate the competency of the questionnaire and use grounded response distribution to determine the appropriate cut off values for each section of the screener that the participants would need to meet to remain eligible for the survey. When reviewing a pilot study, it is important to make sure the grammar, wording, spelling, and readability of the questions are all checked. It is also important to verify that the meanings of the screener questions to others means what you think they do.

The screener consisted of 11 questions broke into two different sections. Section 1 of the screener was comprised of the questions: (a) Do you have your own blog or personal website (this doesn't include your own page on Facebook, MySpace or similar sites), (b) In the last month, have you contacted someone through a social networking site

like MySpace or Facebook on more than one occasion, (c) In the last month, have you searched for content on social media sites like YouTube or Flickr on more than one occasion, and (d) In the last month, have you made a purchase, submitted a product review, read product review, or researched a product online on more than one occasion. The cut off determined by the screener, for the participants to remain eligible, was that they had to answer as least 3 of the 4 questions with a yes. Section 2 of the screener determined how many hours, in a typical week, each participant used the different New Media technology services. The participants must have met at least 2 of the following 6 activity's target ranges to be eligible for the study; 2 hours contributing to your own website or blog, 5 hours reading blogs or online forums, 6 hours visiting social network sites (MySpace/Facebook), 6 hours visiting video sharing sites (YouTube/Flickr), 2 hours searching for and listening to Podcasts, or 3 hours spent playing games online. In other words, if the subject's usage exceeded the threshold of the target ranges they would be allowed to participate in the experiment and asked to complete a self reported homework assignment. These thresholds narrowed the number of people eligible to participate in the survey to 80 people.

Self Reported Homework Assignment

The second item used for this research study was the homework assignment. This self reported assignment measured four attributes of the sample population. The four attributes measured were; social desirability bias, interpersonal influence, mavenism, and Big 5 personality traits. The self reported homework assignment was collected at the

start of the semi-structured interview. A copy of the Self Reported Homework assignment is located at Appendix B.

Social Desirability Bias. The first scale in the homework assignment measured social desirability bias. This scale measures how likely the subjects might bias their responses (Crowne & Marlowe, 1960). If subjects score high on these items, they are more susceptible to biasing their responses. Six out of the possible 33 questions that were used to measure social desirability bias were answered on a 7-point Likert-type scale ranging from "1" being Completely False to "7" being Completely True (Crowne & Marlowe, 1960). Respondents with an average score above 4.0 out of 7.0 may be more susceptible to biasing their responses in relation to their usage of New Media. Two of the questions used for this measure on the respondent questionnaire were "I am always willing to admit when I've made a mistake," and "I always try to practice what I preach." All six items used to measure the social desirability bias attribute are located in Appendix C. The coefficient alpha of the social desirability bias measure for this study was calculated to be .61.

Interpersonal Influence. The second scale in the homework assignment measured consumer susceptibility to interpersonal influence. This construct is defined as the need to identify with or enhance one's image in the opinion of significant others through, the acquisition and use of products and brands, the willingness to conform to the expectations of others regarding purchase decisions, and/or the tendency to learn about products and services by observing others or seeking information from others (Bearden,

Netemeyer, & Teel, 1989). Four of the two-factor 12 question scale were selected to measure susceptibility to interpersonal influence. The four questions used were answered on a 7-point Likert-type scale ranging from “1” being Strongly Disagree to “7” being Strongly Agree (Bearden, Netemeyer, & Teel, 1989). Respondents with an average score greater than 5.0 out of 7.0 are more likely to be influenced by others (Bearden, Netemeyer, & Teel, 1989). Two of the questions used for this measure on the respondent questionnaire were, "It is important that others like the products and brands that I buy," and "I rarely purchase the latest fashion trends until I know that my friends approve of them." All four items used to measure the interpersonal influence attribute are located in Appendix C. The coefficient alpha of the interpersonal influence measure for this study was calculated to be .85.

Mavenism. The third scale in the homework assignment measured mavenism. This scale measures how likely a subject will try new products and their propensity to provide general shopping and marketplace information (Feick & Price, 1987). A subject being considered can be placed into one of three categories determined by their maven scale scores, either high, medium, or low (Feick & Price, 1987). Consumers scoring high on this scale are referred to as "market mavens" and are likely to try new products (Feick & Price, 1987). The six questions that measured mavenism were answered using a summated 7-point Likert-type scale ranging from "1" Strongly Disagree to “7” Strongly Agree (Feick & Price, 1987). Respondents with an average score greater than 4.0 out of 7.0 are more likely to be influential and persuade others to try New Media technologies. Two of the questions used for this measure on the respondent questionnaire were, "I like

to introduce new brands, products or services to my friends in technology product categories," and "I like to help people by providing them with information about technology products." All six items used to measure the mavenism attribute are located in Appendix C. The coefficient alpha of the mavenism measure for this study was calculated to be .91.

The Big Five. The fourth scale in the homework assignment measured the Big Five personality factors using the Revised NEO Personality Inventory (NEO PI-R). NEO PI-R is a 240-question measure of the Big Five personality factors; extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience (McCrae & Costa, 2003). Respondents read each item and decide on a 5-point Likert-type scale if they "Strongly Disagree," "Disagree," "Don't Know," "Neutral," "Agree," or "Strongly Agree," which are then summed to yield five basic domain scores for the Big Five factors, that can then be used to characterize the personality of the respondent (McCrae & Costa, 2003). Four of the questions used for this measure on the respondent questionnaire were; I am not a worrier, I like to have a lot of people around me, I try to perform all the tasks assigned to me conscientiously, and I often feel tense and jittery. All 60 questions used for this measure are located in Appendix B. The coefficient alphas of the Big Five personality factors for this study were .71 for extraversion, .59 for agreeableness, .72 for conscientiousness, .83 for neuroticism, and .70 for openness to experience

Semi-Structured Interview

The qualitative portion of the research conducted was based on a semi-structured interview conducted with each of the 80 participants. All questions were derived based on the research questions. The first questions asked were used to establish a general framework of the types of New Media technologies that each participant used most often so that future probe questions could be focused on the technologies that the participant was more familiar with. Interviews were based on each subject's experience, so the ordering and focus of every interview was different, as not all 80 interviewees had experience in all six fields of New Media. Each interview was shaped to the interviewee's experiences. To gather this information, the following questions were asked during the interview, "Which of the following types of New Media described earlier (blogs, online forums, social networking sites, video/picture sharing sites, podcasts, and viral games/website design) do you regularly use," "How often do you use them," and "Specifically what sites do you visit for each of these technologies." These questions were used to identify the focal technologies for the rest of the interview. The complete question set used in the semi-structured interview can be found in Appendix D.

Before any data were collected using these questions, a pilot study was conducted to test the proposed research interview questions. The two goals of a pilot study were to evaluate the competency of the questionnaire and to estimate the length of the survey or time to take the survey. (Iraossi, 2006). When reviewing a pilot study it is important to verify the grammar, wording, spelling, and readability of the questions. It is also important to verify the validity of the interview questions.

The questions were open ended to allow for the participants to have the ability to discuss in more detail their connections with New Media technology and express opinions in their own words, making each interview feel more like an open conversation. The line of questioning for this project led to a better understanding of what companies, businesses, small groups, and individuals could do to leverage the average person to believe in the product or ideal they are sharing.

Location of interviews

Interviews were conducted in corporate offices at two different locations. The offices were clear of anything that would distract the interview. All interviews were recorded on paper, videotape, and audio recording.

Approach

Grounded theory was the methodology used for this research. This conceptual framework generated most of the coding frame 'bottoms-up' as 'things' were identified in the data, and the theory behind this project was inductively developed during the study (Lewins & Silver, 2007). The development of this theory will aim to explore how and why people try, adopt, use, and subsequent diffusion of New Media technology services.

An advantage of using grounded theory is that it employs constant comparative method (Glaser & Strauss, 1967). This included comparing incidents within each category, comparing categories with each other, clarifying the developing theory, and writing a coherent theory which resulted in developing the properties and dimensions of the categories (Bringer et al., 2006). In other words, the analysis does not actually occur

in discrete stages, but instead, it is an iterative process whereby the researcher returns to various methods of coding throughout the project (Bringer et al., 2006). This allows the data collection to be an active component of the theory generation process rather than a static event. Grounded theory is derived from data, systematically gathered and analyzed through the research process, where the data collection, analysis, and eventual theory stand in close relationship to one another (Strauss & Corbin, 1998). The researcher begins with an area of study and allows the theory to emerge from the data, and because the theory is drawn from data, it is likely to offer insight, enhance understanding, and provide a meaningful guide to action (Strauss & Corbin, 1998).

The process of evolving the theory for this research project began prior to the actual interview data collection. It started when I was thinking about my first-hand experiences with New Media technology services. Several key ideas occurred before beginning this research as I thought about the reasons I tried, adopted, and used my own personal MySpace account, along with why my friends and family used their accounts. I had read ESPN sports blogs and online forums, though I had not personally written on them myself. These ideas developed even further as I completed a thorough literature review. Before the project began, I had an idea that New Media technologies were a good source for communication, obtaining information, and for entertainment purposes. Theory first started to evolve due to my personal experiences, and then continued to evolve while collecting the data for this research project. Throughout the process of collecting the data and analyzing it, I found that people use New Media services for things other than I personally did, so the theory constantly evolved around the new

information I found. Thus, the basis for the final theory came from the combination of all the inputs received.

Grounded theory does not, however, preclude the use of quantitative data, such as survey data, that can be used at the later stages of a project to support or further explore the initial analysis (Glaser & Strauss, 1967). Therefore, this study developed quantitative data from the surveys for the purpose of combining it to the data collected in the homework assignment. This was performed by using frequency analysis to quantify aspects of the interview data (Strauss & Corbin, 1998). Analytical techniques, such as questioning, detailed word-by-word, or line-by-line analysis was used during the research data analysis phase, to develop theory based on the themes that emerged (Strauss & Corbin, 1998). However, it is important to ensure that the analytic techniques in grounded theory are designed to avoid the false assumption that frequency implies importance (Bringer et.al., 2006). This needed to be examined, which became apparent during the coding phase of the research, as questions were sometimes asked multiple times for clarification of the respondent's answers during the interview, in order to make sure their answers were interpreted correctly during the data analysis portion of the research study. Therefore, respondent's answers were only counted once towards any respective theme, even though a particular respondent may have been asked the same question multiple times to clarify their statements. In any event, the aim is not to provide statistically relevant predictions, but rather to explore preliminary relationships (Bringer et al., 2006).

Data Analysis

Using the ATLAS software program, the data were codified into general groups, categories, and themes (Lewins & Silver, 2007). The purpose of coding procedures include, (a) build rather than test theory, (b) provide researchers with analytic tools for handling masses of raw data, (c) help analysts to consider alternative meanings of phenomena, (d) be systematic and creative simultaneously, and (e) identify, develop, and relate the concepts that are the building blocks of theory (Strauss & Corbin, 1998). For example, this made it easier to search through the data for similarities, differences, patterns, and relationships (Lewins & Silver, 2007). The initial thoughts of how to start coding the data came from the New Media literature review that had been previously accomplished.

Pre-Coding Data Preparation

Before coding began, a three step data preparation phase was accomplished. First, content frame breakdown comprised of each interview being grouped into context units based on the six different forms of New Media being researched; social networking sites, video/picture sharing sites, online forums, blogs, podcasts, and viral games/website design. Second, a data quality check was accomplished which removed extraneous information not needed for this research. Third, categorizing the data based on each research question was accomplished. This resulted in 718 pages which grouped into 436 pages dealing with social networking sites, 140 pages dealing with video/picture sharing sites, 60 pages dealing with blogs, 28 pages dealing with online forums, 10 pages dealing with podcasts, 44 pages dealing with viral gaming/website design. Because this project

was qualitative with coded data built ground-up, flexibility was in the design meaning that at any point throughout the project the parameters could have been feasibly changed while using the same data. Because this type of data were straightforward as the data was obtained from interviews based on the same research questions, the relevant known characteristics of the data analysis was applied to the entire data set (Lewins & Silver, 2007).

Data Coding

Following this, the open coding phase began. In this phase small segments of the interviewee's data were considered in detail and then broken down into provisional or preliminary groups. For example, respondent 33 stated they "tried social networking sites because a friend introduced them to it as a way to communicate with friends." The open coding fragmented the data, 'opening' them up into all the possible ways in which they could be understood (Lewins & Silver, 2007).

The second coding phase was axial coding which was more abstract and referred to the second pass through the data when the groups generated by open coding were reconsidered. Code labels and the data linked to them, were rethought in terms of similarity and difference, where similar codes were categorized together. This is the point where identified patterns were tested, and core categories in the developing theory illustrated (Lewins & Silver, 2007). In this phase, the individual ideas brought up under open coding were looked at by finding similarities among all the respondents by completing a within group analysis. The data analysis from the axial coding consisted of a qualitative data breakdown of every individual quote from each respondent's interview

placed under which of the research questions they referred to. The Axial coding phase resulted in categories emerging which encompassed all the similarities found within all the individual respondent's quotations. The qualitative data breakdown of all six New Media technology services can be found in Appendices E through J. For example, 69 of the 80 respondents stated that they tried social networking sites because an acquaintance introduced them to the sites and explained how one could use them. Axial coding brought together the fragmented individual data segments identified in the open coding phase by exploring the relationships identified between the codes that represented them resulting in common categories emerging from the data analysis. (Lewins & Silver, 2007).

The third coding phase was the selective coding phase, where inductive reasoning was used to lift the data to a conceptual level that could easily be understood. This phase represented the third passage through the data set, where instances in the data which most pertinently illustrated themes, concepts, and relationships were identified. The themes developed by the researcher for this study, known as *vivo* coding, were developed to keep the research true to the data (Glaser, 1978). The themes that emerged were conceptual in nature. For example, completing a between group analysis of all the categories for why people try podcasts with social networking sites, video/picture sharing sites, online forums, blogs and viral games/website design were combined and three distinct themes emerged as to why people try New Media services. One of the themes that emerged as to why people try New Media services is that the respondents heard about them through an acquaintance. This is the point in the qualitative research where similarities can be seen

at a higher level and inferences made as to why people try New Media services as a whole. Though some of the theme titles from the selective coding phase match the wording used to identify categories from the Axial coding phase this was only a coincidence, and does not infer that the themes were chosen based on the frequency of a mentioned category. For example, one of the themes for why people use New Media services is for communication purposes. Even though all 80 respondents said they use social networking sites for communication, 64 people use social networking sites to read and leave messages, 45 people use social networking sites to meet new people, and 22 people use social networking sites in place of email and their phones because the sites are more convenient. As one can see by the three examples, there are many different categories that emerged as to how people can use New Media services for the purpose of communication. The theme of communication is a higher level conceptual relationship that emerged by recognizing and taking into account the many different categories that in some way dealt with communication in one form or another.

Conclusions were then validated, by illustrating instances, which were represented by and grounded in the data. This is the point where identified patterns were tested, and core categories in the developing theory illustrated (Lewins & Silver, 2007). The categories for each service which emerged from the axial coding as well as the themes on the individual level that emerged from the selective coding can be seen, and will be discussed in the qualitative results section. Though each respondent did not use the exact same words in relation to matching concepts, the data were still able to be placed into their themes by combining the data with similar language together. Memos

were also written in the software next to the data sets to link and keep track of the ideas, patterns, and concepts that emerged during the coding process (Lewins & Silver, 2007). These memos were used to justify the themes that emerged during the data analysis. After each step, the data were checked for rigor and relevance of the coded data to make sure the coded data were useful and important. Throughout this coding process, it is important to note, that the themes were continually modified during the analysis, as new theme categories emerged from different respondent interviews.

An excel spreadsheet was developed generating tabular data that was dummy coded to represent the respondent's quoted qualitative data. This is the data that described how many times an item was mentioned during the interviews and where in the interviews they were mentioned (Lewins & Silver, 2007). Care was taken to make sure that no respondent was counted twice in this analysis. This spreadsheet can be found in Appendices K through P. An example of the excel spreadsheet can be seen in Table 3.

Once all the tabular data were collected, inductive reasoning was then used to answer the six research questions from the coded data using a bottom-up approach. The answers to the research questions, along with the rest of the results from the coded data, resulted in propositions being formed. Propositions were formed due to the fact this was new ground breaking research that did not have empirical backing.

Table 3. Short version of excel spreadsheet summarizing data collected from transcripts

| Social Networking Sites | | | | | | |
|--------------------------------|---|--|---|--|---|--|
| | Why Users Try Social Networking Sites Overall Themes | | Why Users Adopt Social Networking Sites Overall Themes | | | |
| Respondents 1-80 | Hear about through acquaintances | Saw link online or heard about through the news or school | Cost is free to use | Easy to set up and use, user friendly | More convenient/easier to use than phone | Find/contact people, leave messages |
| 1 | | 1 | 1 | 1 | 1 | |
| 2 | 1 | | 1 | | 1 | 1 |
| 3 | 1 | | | 1 | 1 | 1 |
| 4 | | 1 | 1 | | | |
| 5 | 1 | | | 1 | 1 | |

Evaluation Criteria

Once the project was completed, the data were reviewed again along with the conclusions to check for accuracy. The work throughout the project, from start to finish, was also checked for validity to make sure there were no issues. The coded data were also checked for discrepant or negative cases that may have been coded wrong and affected the outcome of the project. After the completed product was validated and the propositions were identified, the last step was to determine any weaknesses to the project that became evident throughout the duration of the research project, and use them as future study ideas to enhance the project's value.

IV. Results

As discussed in the previous chapter, the data retrieved from the interviews was put through a three step coding process. Finding the similarities within and between the 80 respondents for each of the six New Media technologies services was the result of the process. Both the within and between analysis of each research question and New Media technology will be shown in Figures 14 through 18 throughout this chapter. The data analysis led to the development of the theory as to why people try, adopt, use, and subsequent diffusion of New Media technology services.

Social Networking Sites:

Hear about through acquaintances
(69 responses)

Saw link online or heard about through
the news or school (15)

Video/Picture Sharing Sites:

Hear about through acquaintances
(43 responses)

Saw link online or heard about through
the news (17)

Blogs:

Hear about through acquaintances
(12 responses)

Educational Purposes (5)

Saw link online and thought it would be
nice to try (4)

Online Forums:

Hear about through acquaintances
(11 responses)

Educational Purposes (11)

Entertainment Purposes (10)

Feel anonymous when finding
information (5)

Podcasts:

Hear about through acquaintances
(7 responses)

Educational Purposes (3)

To be able to listen/watch shows or
music when not at home (3)

Viral Games/Website Design:

Hear about through acquaintances
(12 responses)

Automatically downloaded (1)

Something to pass the time (3)

Saw a posted flyer to try it (1)

**Themes as to why
people try New Media
services:**

1. People try New Media services after hearing about them from an acquaintance.
2. People try New Media services after seeing advertisements and hearing about awards they have earned.
3. People try New Media services for educational purposes.

Figure 14. Categories and Themes for the Trial of New Media Services

Trial

Try is defined, "to put to test or trial, to subject to something that test the powers of endurance, to make an attempt at" (Merriam-Webster, 2009). Looking across the six forms of New Media technology reveals three themes as to why users try them seen in Figure 14; acquaintance introduced, heard about through advertising and awards, and for educational reasons. First, the overwhelming number one reason that people try these different forms of New Media is that the individuals heard about it from an acquaintance. Examples include; respondent 21 states that a co-worker told them to try the New Media technology service, blog, "to get information on jobs," and respondent 33 states they tried New Media social networking sites, because their "friend introduced it to them as a way to find old friends and communicate with current friends." This shows the importance of word-of-mouth when it comes to the growing use of New Media services. As people try new items and enjoy using them, they will attempt to get other people to try them as well, causing a mutual interest among acquaintances.

The second theme for why people try New Media services, is that they were introduced to the concept through advertising and awards. They either saw a link online, heard about New Media technology services through the news or school, and decided to try it out. This shows the importance of a proper advertising approach, and getting the word out about awards earned, when attempting to gain more users. Respondent 4 gives an example of how advertising works by stating, they "found out about Facebook through an email marketing campaign 'Get in touch with your classmates from high school.'" A prime example of how a news source can be an effective tool for getting people to find out about different forms of New Media can be found in an interviewee quote.

Respondent 51 found out about the video/picture sharing site YouTube, after reading that "Time Magazine awarded YouTube 'Invention of the Year,' and then decided to try it out to see why YouTube was so popular." For the advertising approach to be effective, marketers need to look past the initial curiosity of individuals willing to try New Media services, and develop their advertising to lead people to want to keep using their services in the future. This is where the themes dealing with why users adopt and use New Media services, which will be discussed later in this chapter, become important to marketers, as they can tailor their advertising approaches to coincide with those overall themes.

The last overarching theme as to why people try New Media is that they try it for educational reasons. Students are always looking for ways to enhance their learning experiences, along with instructors when it comes to their teaching techniques. New Media services provide this opportunity as technology develops and improves. Examples include; respondent 54 who states, that "students of an English teacher would use podcasts to listen to what they did in class yesterday, what they were going to do next, and find a summary of homework assignments," and respondent 78, discussing that teachers have adopted New Media technology by "having students create discussion boards for class."

Based on the coded empirical data, there are three propositions that lead to why people try New Media technology services:

- P_{1a}: People try New Media services after hearing about them from an acquaintance.
- P_{1b}: People try New Media services after seeing advertisements and hearing about awards they have earned.
- P_{1c}: People try New Media services for educational purposes.

Social Networking Sites:

Cost is free to use (11 responses)
 Easy to set up and use, user-friendly (57)
 More convenient/easier to use than phone (39)
 Find/contact people, leave messages (27)
 Can be anonymous, set account to private (17)
 Use as, or in place of email, contact many people at once easier (23)
 To get noticed (3)
 Only because friends use it (16)
 Peer/social pressure (9)

Video/Picture Sharing Sites:

Easy to use and navigate through (35)
 A large variety of videos (28)
 As member can upload videos and see entire video inventory (19)
 Cost to do is free (5)

Blogs:

Cost to do is free (6 responses)
 Easy and convenient to use (6)
 Saves time updating acquaintances (3)

Online Forums:

Anonymity (3)
 Trust Sites (2)
 Informal, Free to Speak Their Mind (2)

Podcasts:

User-friendly (1)
 Easy to download (2)
 Large variety of uses (1)

Viral Games/Website Design:

Cost is free to use (12)
 Possibility to win money (2)
 Easy to set up and use (3)
 Enjoy using (2)

Themes as to why people adopt New Media services:

1. People adopt New Media services because they are easy to set-up and are user-friendly.
2. People adopt New Media services because the cost to use them is free.

Figure 15. Categories and Themes for the Adoption of New Media Services

Adoption

Adopt is defined, "to take up and practice or use, to accept formally and put into effect" (Merriam-Webster, 2009). While there are individual reasons why people adopt each of the six different New Media services discussed in this research, there are two themes found through analyzing the data found in Figure 15. The primary theme, as to why people adopt New Media technologies is because they are, in general, easy to set-up and are user-friendly. This is brought to point, in reference to video/picture sharing sites of New Media, with respondents 14 and 43 respectively saying, "easy to use YouTube, searching for videos is not hard and self explanatory," and "easy to use, it's like the site kind of understand what you are doing after one time, giving you more suggestions similar to what you're doing." Respondent 26 uses the same claims in terms of adoption of social networking sites, when stating, "easy to join and use and keep track of people, without it not sure could stay in contact with so many friends, it's user-friendly."

The second theme as to why people adopt New Media technologies, is that the cost to use them is free. Examples of people adopting social networking sites because they were free include both respondents 1 and 2, as they respectively state, "free to communicate with friends, unlike cell phone which cost money," and "use MySpace as free communication with friends and family around the country because don't have long distance on cell phone."

Based on the coded empirical data, there are three propositions that lead to why people adopt New Media technology services:

P_{2a}: People adopt New Media services because they are easy to set-up and are user-friendly.

P_{2b}: People adopt New Media services because the cost to use them is free.

Social Networking Sites:

To communicate (80 responses)
 To upload/tag photos (75)
 Read/leave messages (64)
 To find out about, promote events/parties (58)
 To upload videos (32)
 Advertise, sell things (29)
 To join groups with people with same interests (54)
 Entertainment (27)
 To find old friends (60)
 To meet new people (45)
 To upload music (43)
 To get information (32)
 More convenient, use in place of email/phone (22)
 Enhance view of self to others (37)
 As a diary or journal (7)
 Employers or police use to look for information on people (9)

Online Forums:

Entertainment purposes (20)
 Obtain information (28)
 Educational Purposes (10)

Viral Games/Website**Design:**

Play online video games (27)
 Play online poker (9)
 Ability to play games online with other people (12)
 Design website (3)

Blogs:

Entertainment purposes (23 responses)
 Obtain information (36)
 Read and give opinions (16)
 Leave a journal or diary for others to read (19)
 For class purposes (7)
 To communicate with others (24)

Video/Picture Sharing Sites:

To watch a variety of videos for entertainment purposes (71)
 Obtain information (44)
 To upload videos (25)
 To forward videos to others (21)
 For instructional or class purposes (17)
 To communicate/comment with others (23)
 To link videos to MySpace/Facebook accounts (16)
 To share pictures (3)

Podcasts:

Entertainment purposes (10)
 Obtain information (9)
 Educational Purposes (3)

Themes as to why people use New Media services:

1. People use New Media services for entertainment purposes.
2. People use New Media services to obtain information.
3. People use New Media services for communication purposes.

Figure 16. Categories and Themes for the Usage of New Media Services

Usage

Use is defined, "the act or practice of employing something, the fact or state of being used, habitual/customary usage" (Merriam-Webster, 2009). As can be seen in the list of themes from Figure 16, relating to why users "use" New Media technology services, there are 40 total themes across the six different New Media services. There are three themes; entertainment, obtain information, and communication, that can be placed at a higher level encompassing nearly all 40 individual ones mentioned, as to why users use New Media technology services.

Entertainment was the leading reason that people use New Media technology services. In fact, entertainment was mentioned in all six of the New Media service's themes as being a reason people use them. This shows that for New Media technology service to be effective, they need to incorporate some form of entertainment value. Examples include; respondent 43 uses the video/picture sharing site YouTube "for entertainment purposes, to watch funny videos, videos of animals, TV shows, news, and to upload home videos on", and respondent 10 uses YouTube "for entertainment purposes, watch funny videos, comedy, music videos, celebrity information, and sports." As entertainment can come in many different forms, respondent 62 explains that their use of New Media services, viral games/website design, is in the form of online video games for entertainment purposes, and enjoys playing "online Role Playing Games like Yabuto and Halo, online video game poker and other games through New Grounds, and likes playing online video games with other people." Respondent 36 mentioned that the entertainment value they get out of playing online video games is the "opportunity to play actual NFL players while playing video games online."

The second leading reason that people use New Media technology services is for informational purposes. Obtaining and giving out information can happen in many different forms through New Media technology services. An example includes; respondent 67 uses social networking sites, MySpace and Facebook, “to find out information on upcoming events and parties, find information from groups of people who share same interest, read people’s profiles to find information on what that person is like, give out false or misleading information to others in an attempt to enhance opinion of themselves and their image to others.” Respondent 67 also states that prospective employers use social networking sites “to get information on possible employees.” As mentioned previously, there are many different methods to obtain or give information through New Media technology services. Respondent 67 also uses online forums, “to find information on: different cultures, body-building, technical computer sites, music, entertainment, the requirements to get into the United States military, and information on different colleges,” while respondent 57 uses online forums “to find answers to personal problems, because people can be anonymous.”

The last reason that people use New Media technology services is for communication purposes. Communication involves, directly communication online with an individual, leaving or receiving messages, and communicating feelings by posting an individual diary or journal of one’s daily life. Social networking sites are used heavily for communication, and an example of this can be seen through all the different ways that respondents 43 and 63 use them. Respondent 43 uses social networking sites, “to contact friends, find old friends to see what they have been up to and how they are doing, meet

new people, tag friends photos so they will view and leave comments on them, social networking, read and send people public comments and personal messages, to communicate with friends after they moved somewhere new, to communicate with people who have the same interests within online groups, and because it is cheaper and easier to use than by phone.” Respondent 63 agrees that communication is a large part of using New Media technology services and states, that blogs are used “for students in class to discuss homework assignments, to write about their interests and express opinions with others, and to use as a journal for others to read about them.”

Based on the coded empirical data, there are three propositions that lead to why people use New Media technology services:

P_{3a}: People use New Media services for entertainment purposes.

P_{3b}: People use New Media services to obtain information.

P_{3c}: People use New Media services for communication purposes.

Context

Context is defined as, "the interrelated conditions in which something exists/occurs" (Merriam-Webster, 2009). A contextual relationship was missing from the data set as it was determined that there was not a set of questions asked during the interview that were solely dedicated to finding about the context in which New Media services were being used as originally planned. Even though there is no direct support for context in this research's data set, I believe one could look at information from the usage data set to find the context in which New Media services are being employed because both usage and context are similar based on the meanings of their definitions. Therefore, research question 1, "Why do users use New Media services?" and research question 4, "In what contexts are these New Media services being used?" have similar meanings and high convergent validity. This is an important assumption, as one can see that the contexts for which New Media services are being used are similar to the reasons people use New Media services, because the condition in which something exists is similar to why a person uses New Media services. With the assumption that context and usage have the same meaning for this thesis, the data analysis for each will be identical. Thus, it is inferred that any time this research discusses the use of New Media, it is also referencing the context of New Media technology services as well.

Social Networking Sites:

5-7 times a week (56 responses)

Less than 5 times a week (6)

Themes

5-7 times a week for communicating, find friends, meet people, get information

Less than five times a week for uploading videos, advertising and entertainment purposes

Video/Picture Sharing**Sites:**

5-7 times a week (17)

3-4 times a week (8)

Twice a week or less (6)

Themes

5-7 times a week for watching videos

1-2 times a week for uploading video purposes

1-2 times a week for video picture sharing

Blogs:

3 or more times a week (4)

1-2 times a week (7)

Less than once a week (3)

Themes

3-4 times a week for information gathering purposes

2-3 times a week for communication purposes

1-2 times a week for entertainment purposes

1-2 times a week for educational purposes

Online Forums:

5-7 times a week (4 responses)

1-2 times a week (5)

Themes

5-7 times a week for people using online forums for entertainment or obtaining information

1-2 times a week for educational purposes

Podcasts:

3 or more times a week (3)

1-2 times a week (2)

Less than once a week (1)

Themes

3 times a week for people using podcasts for entertainment or obtaining information

Once a week for educational purposes

Viral Games/Website**Design:**

3-5 times a week (10)

2-3 times a week (4)

Once a week (5)

Themes

5-7 times a week for people playing online video games

2-3 times a week for people playing online poker

Once a week for website purposes

Themes as to frequency of usage of New Media services:

1. People that use social networking sites and video/picture sharing sites do so at an average frequency of 5-7 times a week.

2. People that use blogs, online forums, and viral games/website design do so at an average frequency of 3-4 times a week.

3. People that use podcasts do so at an average frequency of 1-2 times a week.

Figure 17. Categories and Themes for the Average Frequency of the Usage of New Media Services

Frequency of Using New Media Services

The frequency that people use New Media technology services is generally based on which of the six services they use. It can be seen from the data in Figure 17 that the most used New Media services are social networking sites and video/picture sharing sites. The themes relating to why these two particular New Media services are the most popular, and used on average five or more times a week, is because they are used for entertainment and communication purposes. Examples include; respondent 1 using social networking sites "ten time a day, everyday," and respondent 58 using video/picture sites "everyday, from 15 minutes to several hours looking at videos for enjoyment." The New Media technology services: blogs, online forums, and viral games/website designs have an average usage of three to four times a week. They are also mainly used for entertainment and information gathering purposes, which are also two of the main themes listed previously under why people use New Media technology services. Examples include: respondent 13 who plays online video games "constantly during class, two to three times a week," and respondent 65 who post blogs "three times a week to let others know what is going on in their life and to read other people's blogs." Lastly, podcasts were determined to be the least used of the six New Media services, with an average usage of one to two times a week, and mainly used for entertainment and obtaining information, which also falls under the usage themes. An example includes; respondent 21 who uses podcasts "a couple times a week to listen to sporting events that are being broadcast."

Looking and deciphering the data in Table 4, one can find another way that a distinction can be made, about which New Media technology services are more popular

than others. Based off the qualitative interviews, it can be seen in Table 4, that most of the 80 respondents both had heard about and are currently using; social networking sites, video/picture sharing sites, and blogs. While social networking sites and video/picture sharing sites are seen as the most popular, it is interesting to note that even though 61 respondents had heard of blogs, only 79% of them use them currently compared to the 97.5% and 98.6% that had heard about and use social networking sites and video/picture sharing sites, respectively. This can be explained by the fact that blogs are used mainly for obtaining information, while social networking sites and video/picture sharing sites are used mainly for the higher usage themes of entertainment and communication.

Even though only half of the 80 respondents reported that they had heard about the New Media's viral games/website design, Table 4 shows that most of those people continued to use viral games/website design at an 80% usage rate. Table 4 also shows that both online forums and podcasts lack the other four New Media technology services, in both people hearing about and continuing to use.

Table 4. Number of the 80 Interview Respondents that Reported Use for Each of the Six New Media Technology Services

| New Media Technology Services | | | | | | |
|---|--------------------------------|------------------------------------|---|---|---|---|
| Respondents | Social Networking Sites | Video/Picture Sharing Sites | Blogs | Online Forums | Podcasts | Viral Games/ Website Design |
| Report Usage | 78 | 74 | 61 | 42 | 32 | 40 |
| Negative Response (Respondent Numbers) | 2 (15,77) | 1 (28) | 16 (16, 25, 22, 28, 3, 44, 48, 5, 57, 59, 62, 71, 72, 73, 8, 80) | 10 (22, 2, 15, 26, 30, 38, 58, 60, 74, 79) | 21 (14, 23, 15, 17, 13, 18, 3, 30, 34, 35, 37, 39, 4, 40, 42, 44, 47, 58, 71, 74, 8) | 8 (17, 14, 10, 13, 18, 40, 77, 80) |
| No Response To Usage | 0 | 5 | 3 | 28 | 37 | 32 |

Based on the coded empirical data, there are three propositions that lead to the frequency of usage of the six New Media technology services:

- P_{4a}: People that use social networking sites and video/picture sharing sites do so at an average frequency of 5-7 times a week.
- P_{4b}: People that use blogs, online forums, and viral games/website design do so at an average frequency of 3-4 times a week.
- P_{4c}: People that use podcasts do so at an average frequency of 1-2 times a week.

Social Networking Sites:**Why do diffuse:**

Stay in contact/communicate with friends, family and acquaintances (42 responses)

Upload, see photos/videos (10)

Meet new people (9)

Why don't diffuse:

Doesn't introduce because think waste of time/got too many viruses while using (2)

Video/Picture Sharing Sites:**Why do diffuse:**

Same mutual interests (6)

Entertainment purposes (26)

Why don't diffuse:

Doesn't introduce feel everyone already knows about YouTube (2)

Blogs:**Why do diffuse:**

Same interests (3)

So family/friends can communicate (5)

Want acquaintances to try because they would find useful information (2)

Why don't diffuse:

Doesn't because believe blogs are too personal (1)
Doesn't because believes it takes to much time (1)

Online Forums:**Why do diffuse:**

Same interests (5 responses)

For educational purposes (5)

Want acquaintances to try because they would find useful information (10)

Why don't diffuse:

Takes too much time (2)

Doesn't believe what they read is fact (1)

Doesn't feel comfortable saying things "on record" (1)

Podcasts:**Why do diffuse:**

Same interests (4)

For educational purposes (3)

Want acquaintances to try because would enjoy it (4)

Why don't diffuse:

Feel difficult to download (1)

Viral Games/Website Design:**Why do diffuse:**

For entertainment purposes (4)

To participate with friends (4)

Why don't diffuse:

Believes gaming sites can become addicting (3)

Doesn't trust online poker sites where can earn real money (1)

Themes as to why users diffuse New Media services:

1. People diffuse New Media services to people who have the same/mutual interests.
2. People diffuse New Media services so others can stay in contact and communicate with friends, family, and acquaintances.
3. People diffuse New Media services because of the entertainment value they provide.

Themes as to why users don't diffuse New Media services:

1. People don't diffuse New Media services because they believe that they are a waste of time and can become addicting.

Figure 18. Categories and Themes for the Diffusion of New Media Services

Diffusion of New Media

Analysis of the six New Media forms relating to why users do/don't diffuse New Media technology services reveals common similarities which can be seen in Figure 18. First, the number one reason people diffuse different forms of New Media, is that the person they are introducing it to has the same interests. If one person enjoys using one of the New Media technology services, they are likely to try and get one of their acquaintances to try it as well. An example involving video/picture sharing sites includes, respondent 11 stating, they "introduced it to a friend because they had the same interest in music and wanted to show him music videos." Diffusion of New Media services is related to the issue of why people try New Media services, because the two each revolve mainly around word-of-mouth from acquaintances in their effectiveness.

The second theme as why users do diffuse New Media technology services is so friends, family, and acquaintances can stay in contact and communicate with each other. This is important, as communication was the theme as to why people use New Media technology services, which shows a consistent relationship within the research. Three examples include; respondent 57 stating, they "introduced social networking sites to friends so they could communicate with each other, and believes it is better to communicate with than email," respondent 12 who states, they "introduced social networking sites to friends that were separated or located somewhere where they couldn't communicate on a constant basis, because they are easy to use when you don't have a lot of time," and respondent 50, who introduced blogs "to friends so they could communicate on what events to go to and what things to try out."

The third theme as why users do diffuse New Media technology services is for entertainment value. This can be seen primarily with respect to video/picture sharing sites and viral games/website design of the New Media services. Examples include; respondents 42, who introduced the viral game of “online poker to friends because they felt their friends could be entertained and have fun with it,” and respondent 20, who “introduced the video/picture sharing sites to their mother and friends to show them sports and funny videos.” Entertainment is important, as it correlates heavily with why people use New Media technology services, showing a consistent relationship within the research

The one main reason why people don’t diffuse New Media technology services, is because the users believe these services are a waste of time and can become addicting. Though this is not the predominant way of thinking among the users, it is an interesting concept to explore, because one would think that if someone enjoyed a service so much, and spent so much time using it, that they became addicted to it, they would want acquaintances to try it. However, the concept being delivered here, is the fact that New Media technology services may be so addicting, they can be like a drug. The negative effect in this case being the loss of production from an individual, due to the hours or even days of valuable time lost wasting time on the computer using New Media technology services. Examples of this line of thinking include; respondent 27 stating they do not introduce viral games/website design to people because, “most online games are addicting and could trap people into spending too much time with them,” and respondent 24 stating, they do not introduce social networking sites to others, because

“believes they are a waste of time and that someone could spend three hours doing something else, and that social networking sites are like a curse or an addiction.”

Based on the coded empirical data, there are three propositions that lead to why people diffuse New Media technology services:

- P_{5a}: People diffuse New Media services to people who have the same/mutual interests.
- P_{5b}: People diffuse New Media services so others can stay in contact and communicate with friends, family, and acquaintances.
- P_{5c}: People diffuse New Media services because of the entertainment value they provide.

Based on the coded empirical data, there is one proposition that leads to why people don't diffuse New Media technology services:

- P_{5d}: People don't diffuse New Media services because they believe that they are a waste of time and can become addicting.

Correlations

A quantitative analysis was done comparing the themes from each of the six different New Media technology services; social networking sites, other technologies – viral games/website design, podcasts, online forums, blogs, and video/picture sharing sites with the items used to measure the self reported homework assignment. The items include; social desirability bias (SDB), interpersonal influence (II), mavenism (M), and the Big 5 consisting of; extraversion (EXTRA), agreeableness (AGREE), conscientiousness (CON), neuroticism (NEURO), and openness to experience (OPEN). The correlation analysis, using a two-tailed test, was completed using the Statistical Package for the Social Sciences (SPSS). There were many positive and negative correlations between the themes and the items used to measure the self reported homework assignment which can be found in Tables 5-10. Though this thesis does not go in depth with the quantitative analysis found in Tables 5-10, this would be good future research as there have not been many quantitative analyses done from a qualitative study.

Table 5. Correlations among items used to measure self reported homework assignment with Social Networking Sites Themes

| Social Networking Sites | | | | | | | | |
|--|------------|-----------|----------|--------------|--------------|-------------|--------------|------------|
| | SDB | II | M | Neuro | Extra | Open | Agree | Con |
| Enhance view of self to others | .221* | -.273* | | | | | .251* | .243* |
| More convenient/easier to use then phone | | -.26* | | | | | | |
| Average of 5 to 7 times a week | | -.412** | -.244* | | | | | |
| Average of less than 5 times a week | | .262* | | | | | | |
| Only because friends use it | | | -.258* | | | | | |
| To upload videos | | | .262* | | | | | |
| To get noticed | | | | -.286* | -.229* | -.323** | -.293** | |
| Peer/social pressure | | | | .337** | | | | |
| To get information | | | | | -.317** | | | |
| Hear about through acquaintances | | | | | | -.235* | | |
| Cost is free to use | | | | | | .231* | | |
| To find old friends | | | | | | .231* | .295** | .247* |
| Find/contact people, leave messages | | | | | | | | .228* |
| Use as, or in place of e-mail, contact many people at once easier | | | | | | | | .223* |
| Why do diffuse: to stay in contact/communicate with friends, family, and acquaintances | | -.302** | | -.237* | | | | |
| Why do diffuse: To upload or see photos/videos | | | | | | | | .225* |

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

n=80

Table 6. Correlations among items used to measure self reported homework assignment with Other Technologies – Viral Games/Website Design Themes

| Other Technologies - Viral Games/Website Design | | | | | | | |
|--|-----------|----------|--------------|--------------|-------------|--------------|------------|
| | II | M | Neuro | Extra | Open | Agree | Con |
| Saw a posted flyer to try it | .256* | | | | | | |
| Play online video game | .238* | .238* | | | | -.234* | |
| Play online poker | | | | -.255* | -.354** | -.303** | -.267* |
| Average of 5 to 7 times a week | | | | -.252* | | | -.251* |
| Cost is free to use | | | -.313** | | -.283* | | |

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

n=80

Table 7. Correlations among items used to measure self reported homework assignment with Podcasts Themes

| Podcasts | | | | | | |
|---|----------|--------------|--------------|-------------|--------------|------------|
| | M | Neuro | Extra | Open | Agree | Con |
| Educational purposes, trial | -.253* | | -.399** | | | -.255* |
| Educational purposes, usage | -.253* | | -.399** | | | -.255* |
| Large variety of uses | | -.337** | -.502** | -.438** | -.498** | -.486** |
| Average of three or more times a week | | | | -.232* | -.290** | -.276* |
| Why do diffuse: for educational purposes | -.253* | | -.399** | | | -.255* |
| Why do diffuse: same interests | | | -.261* | | | -.274* |
| Why do diffuse: want acquaintances to try because they enjoy it | | | -.261* | | | -.274* |

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

n=80

Table 8. Correlations among items used to measure self reported homework assignment with Online Forums Themes

| Online Forums | | | |
|---|----------|--------------|-------------|
| | M | Neuro | Open |
| Hear about through acquaintances | .267* | | |
| Entertainment purposes, trial | .261* | .229* | |
| Entertainment purposes, usage | .338** | | |
| Obtain information | .248* | | |
| Average of five to seven times a week | .234* | | |
| Why do diffuse: want acquaintances to try because they would find useful information | .251* | | |
| Why don't diffuse: doesn't believe what they read is fact or doesn't feel comfortable saying things "on record" | | | .277* |

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

n=80

Table 9. Correlations among items used to measure self reported homework assignment with Blogs Themes

| Blogs | | | | | |
|--|-----------|----------|--------------|--------------|-------------|
| | II | M | Neuro | Extra | Open |
| Hear about through acquaintances | .368** | | | | |
| Average of three or more times a week | .353** | | | | |
| Educational purposes | | -.365** | -.267* | -.263* | |
| Saves time updating acquaintances | | .262* | | | |
| Leave a journal or diary for others to read | | | .229* | | |
| Saw link online and thought it would be nice to try | | | | | .249* |
| Why don't diffuse: doesn't because believes it takes to much time | .256* | | | | |
| Why do diffuse: want acquaintances to try because they would find useful information | | .232* | | | |

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

n=80

Table 10. Correlations among items used to measure self reported homework assignment with Video/Picture Sharing Sites Themes

| Video/Picture Sharing Sites | | | | | | | |
|---|-----------|----------|--------------|--------------|-------------|--------------|------------|
| | II | M | Neuro | Extra | Open | Agree | Con |
| Saw link online or heard about through the news | .268* | | | | | | |
| Heard about through acquaintances | | -.242* | | | | | |
| Cost to do is free | | | -.246* | -.407** | -.429** | -.491** | -.387** |
| Easy to use and navigate through | | | | | | | -.301** |

* Correlation is significant at the 0.05 level (2-tailed)

** Correlation is significant at the 0.01 level (2-tailed)

n=80

V. Discussion

Conclusion

Besides previous models not focusing on the individual, the other key item missing as to why users try, adopt, and use IT is the content that the different ITs are comprised of. This research study has shown that people are not solely focused on what different technologies are available, but what content each of the technologies provide. IT users currently have multiple avenues through the Internet to perform any action they are looking for, as all the technology available is essentially the same, with different providers being the only change. Because technology with the Internet is similar, technology is no longer important, and users are not concerned with what technology is available, but instead, are concerned with what content each of the services provide and how that content can meet their individual needs. Content is the driving force to which IT sources people decide to use, thus should be the focus where researchers concentrate their efforts, not the technology that delivers it to the users. We are moving away from organizational and technology adoption focus and towards an individual and content adoption focus. Since New Media is technology independent and based on new artifacts, practices and social arrangements, we would suggest very different reasons users try, adopt, and use New Media as compared to IT systems that have been previously examined.

An analysis of the final themes reveals that a relationship between content and New Media trial, use, adoption, and diffusion is tenable. For example, at least two of the three final trial themes (advertising and awards and educational reasons), one of the final adoption themes (free to use), all three of the usage themes, and two of the three diffusion

themes (communication and entertainment) relates directly to the content of New Media. This is evidence that people are not solely focused on what different technologies are available, but what content each of the technologies provide. IT users currently have multiple avenues through the Internet to perform any action they are looking for, as all the technology available is essentially the same, with different providers being the only change. Because technology is similar, technology may no longer be very important and users are not concerned with what technology is available, but instead, are concerned with what content each of the services provide and how that content can meet their individual needs. This study concludes that the content of New Media is a driving force behind the trial, use, adoption, and diffusion of these systems.

Limitations

There are many limitations to this research study due to the fact the data were collected during a semi-structured interview. First, because the interview was limited to 60 minutes per respondent, there may have been a lack in time to get full answers from the respondents (Myers & Newman, 2006). If an interviewee gives long answers to questions by telling stories or going on tangents, they may not answer all the questions in the allotted time, as other people were waiting to be interviewed, so the interviewee couldn't stay and finish their interviews. Second, there could also be a lack of trust, as the interviewee may not trust that the interviewer will not disclose their answers, so they don't give responses that resemble their true feelings (Myers & Newman, 2006). Third, there is the Hawthorne effect, in which the interviewee answers what they think the interviewer wants to hear, and this could be increased if the interviewer leads the

questioning (Myers & Newman, 2006). Fourth, interviews can just go wrong or get off track, where the questions the interviewer asks do not get anywhere near the responses they thought they would get, or the interviews were asked to the wrong people, place, or time (Myers & Newman, 2006). Finally, there could be a level of entry issue, where the screener did not eliminate people who did not use New Media services at the appropriate level to participate in the research (Myers & Newman, 2006).

There are also some limitations to this research project due to the fact it is a qualitative research study. First, because there was a large amount of data, the dissemination of the results is difficult to do. Second, there could be a lack of consistent vocabulary. Finally, there could have also been interpretation issues, as the study's results were subjective to the researcher.

Future Research

The groundbreaking idea of the emergence of a Content Acceptance Model (CAM) pertaining to individuals needs to be developed and researched further, in regards to New Media technology services, and other types of technologies, to see if this is the future of research understanding. After the research trends are identified and categorized, the next step beyond this thesis, will lead to how these trends relating to the CAM can be further investigated across a broader sample of participants, besides just college students. After the CAM is studied and understood on the individual level, I would propose further research to test the theory in group settings. Completing an in-depth study of the quantitative analysis found in Tables 5 through 10, would also be good future research, as there have not been many quantitative analyses done from a qualitative study.

Appendix A

Self Reported Screener

TO QUALIFY, PARTICIPANTS MUST MEET REQUIREMENTS IN SECTION I AND II

SECTION I – PARTICIPANTS MUST RESPOND YES TO AT LEAST 3 / 4 OF THESE QUESTIONS TO REMAIN ELIGIBLE

1. Do you have your own blog or personal website (this doesn't include your own page on Facebook, MySpace or similar sites)? **BLOG 1**
a. YES = 1
b. NO = 2
2. In the last month, have you contacted someone through a social networking site like MySpace or Facebook on more than one occasion? **SNET 1**
a. YES = 1
b. NO = 2
3. In the last month, have you searched for content on social media sites like YouTube or Flickr on more than one occasion? **VIDEO 1**
a. YES = 1
b. NO = 2
4. In the last month, have you made a purchase, submitted a product review, read product reviews, or researched a product online on more than one occasion? **REVIEW 1**
a. YES = 1
b. NO = 2

#1
↓
ID

SECTION II – PARTICIPANTS MUST MEET TARGET VALUES FOR AT LEAST 2 / 6 ACTIVITIES NOTED BELOW AND “PASS” THE SCREENING CRITERIA FOR SECTION I TO BE ELIGIBLE FOR THE STUDY.

5. In a typical week, how many hours do you spend performing the following activities?
- a. Contributing you your own website or blog 0 (TARGET = 2 hours) **TARGET 1**
- b. Reading blogs or online forums 24 (TARGET = 5 hours) **TARGET 2**
- c. Visiting social network sites (MySpace/Facebook) 24 (TARGET = 6 hours) **TARGET 3**

GODING SHEET

- d. Visiting video sharing sites (YouTube/Flicker) 20 (TARGET = 6 hours) **TARGET 4**
- e. Searching for and listening to Podcasts 15 (TARGET = 2 hours) **TARGET 5**
- f. Spend playing games online 0 (TARGET = 3 hours) **TARGET 6**

6. Which of the following categories best describes your age?

- 1 ☐ Under 18 (Thank & Terminate)
- 2 ☐ 18 to 21
- 3 ☒ 22 to 25
- 4 ☐ 26 or older (Thank & Terminate)
- 5 ☐ Refused (Thank & Terminate)

AGE

7. Which of the following best describes your race or ethnic background?

- 1 ☒ African American
- 2 ☐ Caucasian
- 3 ☐ Hispanic (Check Quotas)
- 4 ☐ Asian or Pacific Island
- 5 ☐ Native American
- 6 ☐ Refused/DK
- 7 ☐ Other _____

ETHNIC

8. Which of the following best describes your region or nation of origin?

- 1 ☒ United States
- 2 ☐ Middle East
- 3 ☐ Western Europe (Check Quotas)
- 4 ☐ South America
- 5 ☐ Sub-Saharan Africa
- 6 ☐ India
- 7 ☐ China
- 8 ☐ Refused/DK
- 9 ☐ Other _____

REGION

9. Which of the following best describes your hometown? Is it...

- 1 ☒ Urban
- 2 ☐ Suburban (Check Quotas)
- 3 ☐ Rural

HOME

If unsure use the following guidelines:

Urban – Central city, with a significant population density & average size relative to surrounding communities.

Suburban – smaller, primarily residential community on the outskirts of an urban area

Rural – Areas that are not in close proximity to any Urban centers and can be characterized as having economies focused on agriculture, mining, logging, etc.

ONLY RECORD ZIP IF
BOTH ARE PRESENTED. IF
NO ZIP, RECORD CITY.

ZIP

10. What is the zip code for your hometown city?

Zip: 48912 City: _____

11. Which of the following categories includes your family's annual total household income before taxes?

- 1 ☒ Less than \$40,000
2 ☐ \$40,000 to under \$50,000 (Check Quotas)
3 ☐ More than \$50,000

INCOME

Capitol Research Services is conducting a market research discussion interview regarding media habit and will be held at Capitol Research Services in East Lansing. It will take approximately 1 hour and you will receive \$100 in appreciation of your time and opinions. You will also be asked to complete a survey prior to the interview. Let me assure you that this session is for research purposes only and it is not a sales presentation of any kind. May I schedule you to participate?

☒ Yes (RECORD CONTACT INFORMATION)

→ You will be sent a confirmation letter and map to the facility.

☐ No (THANK AND TERMINATE)

Appendix B

Self Reported Homework Assignment

New Media Interviews – Respondent HW Survey - 9/27/2006

#1

Thank you for agreeing to participate in our research project. As part of this study we want to develop a deeper understanding of how people use "new media" technologies such as Blogs, YouTube, MySpace, etc. Prior to participating in the depth interviews, we ask that you complete this survey. It will take you about twenty minutes to complete.

Please be assured that this study is strictly for research purposes, and your comments and opinions will not be connected to you personally. The results of this research will be published, but your name will not be used.

INSTRUCTIONS: Please fill in the circle that best indicates the extent to which each statement is true about you.

SDB

| | Completely True | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Completely False |
|---|----------------------------------|-----------------------|----------------------------------|----------------------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| I am always willing to admit when I've made a mistake. | <input type="radio"/> | | <input checked="" type="radio"/> | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I always try to practice what I preach. | <input checked="" type="radio"/> | | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I never resent being asked to return a favor. | <input type="radio"/> | | <input checked="" type="radio"/> | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have never been bothered when people expressed ideas that were different from my own. | <input checked="" type="radio"/> | | <input type="radio"/> | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| No matter who I'm talking to, I'm always a good listener. | <input type="radio"/> | <input type="radio"/> | | <input checked="" type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I never hesitate to go out of my way to help someone in trouble. | <input checked="" type="radio"/> | | <input type="radio"/> | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SDB1
↓
SDB6

INSTRUCTIONS: Please fill in the circle that best indicates the extent to which you agree or disagree with each statement.

SII

| | Strongly Agree | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Strongly Disagree |
|--|-----------------------|-----------------------|----------------------------------|---|---|----------------------------------|----------------------------------|-----------------------|-----------------------|
| It is important that others like the products and brands that I buy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I rarely purchase the latest fashion trends until I know that my friends approve of them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I often identify with other people by purchasing the same products and brands they purchase. | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| When buying products, I generally purchase those brands that I think others will approve. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | | | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |

SII1
↓
SII4

INSTRUCTIONS: Please fill in the circle that best indicates the extent to which you agree or disagree with each statement.

MAVEN

| | Strongly Agree | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Strongly Disagree |
|--|----------------------------------|----------------------------------|-----------------------|----------------------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| I like to introduce new brands, products or services to my friends in technology product categories. | <input checked="" type="radio"/> | | <input type="radio"/> | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I like to help people by providing them with information about technology products. | <input type="radio"/> | <input checked="" type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| People often ask me for information to get the best buy, places to shop, or sales on technology products. | <input type="radio"/> | <input checked="" type="radio"/> | | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If someone asked me where to get the best buy on technology products, I could tell the person where to shop. | <input checked="" type="radio"/> | | <input type="radio"/> | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My friends think of me as a good source of information for new technology products. | <input checked="" type="radio"/> | | <input type="radio"/> | <input type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Think about a person who has information about a variety of products and likes to share this information with others. This person knows about new products, sales, stores and so on but does not necessarily feel he or she is an expert on any one particular product. How strongly would you agree that this description fits you? | <input type="radio"/> | <input type="radio"/> | | <input checked="" type="radio"/> | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

MAVEN1
↓
MAVEN

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

| | Strongly Agree | 4 | 3 | 2 | Strongly Disagree |
|--|----------------|---|---|---|-------------------|
| <u>3</u> I am not a worrier. | | | | | |
| <u>2</u> I like to have a lot of people around me. | | | | | |
| <u>3</u> I don't like to waste my time daydreaming. | | | | | |
| <u>4</u> I try to be courteous to everyone I meet. | | | | | |
| <u>4</u> I keep my belongings clean and neat. | | | | | |
| <u>2</u> I often feel inferior to others. | | | | | |
| <u>4</u> I laugh easily. | | | | | |
| <u>3</u> Once I find the right way to do something, I stick to it. | | | | | |
| <u>1</u> I often get into arguments with my family and co-workers. | | | | | |
| <u>4</u> I'm pretty good about pacing myself so as to get things done on time. | | | | | |
| <u>4</u> When I'm under a great deal of stress, sometimes I feel like I'm going to pieces. | | | | | |
| <u>2</u> I don't consider myself especially "light-hearted." | | | | | |
| <u>4</u> I am intrigued by the patterns I find in art and nature. | | | | | |
| <u>1</u> Some people think I'm selfish and egoistical. | | | | | |
| <u>3</u> I am not a very methodical person. | | | | | |
| <u>4</u> I rarely feel lonely and blue. | | | | | |
| <u>5</u> I really enjoy talking to people. | | | | | |
| <u>3</u> I believe telling students near controversial speakers can only confuse and mislead them. | | | | | |
| <u>2</u> I would rather cooperate with others than compete with them. | | | | | |
| <u>4</u> I try to perform all the tasks assigned to me conscientiously. | | | | | |
| <u>2</u> I often feel tense and jittery. | | | | | |
| <u>4</u> I like to be where the action is. | | | | | |
| <u>2</u> Poetry has little or no effect on me. | | | | | |
| <u>3</u> I tend to be cynical and skeptical of others' intentions. | | | | | |
| <u>3</u> I have a clear set of goals and work toward them in an orderly fashion. | | | | | |
| <u>3</u> Sometimes I feel completely worthless. | | | | | |
| <u>3</u> I usually prefer to do things alone. | | | | | |
| <u>4</u> I often try new and foreign foods. | | | | | |
| <u>5</u> I believe that most people will take advantage of you if you let them. | | | | | |
| <u>3</u> I waste a lot of time before settling down to work. | | | | | |
| <u>4</u> I rarely feel fearful or anxious. | | | | | |
| <u>4</u> I often feel as if I'm bursting with energy. | | | | | |
| <u>2</u> I seldom notice the moods or feelings that different environments produce. | | | | | |
| <u>3</u> Most people I know like me. | | | | | |
| <u>3</u> I work hard to accomplish my goals. | | | | | |
| <u>2</u> I often get angry at the way people treat me. | | | | | |
| <u>4</u> I am a cheerful, high-spirited person. | | | | | |
| <u>1</u> I believe we should look to our religious authorities for decisions on moral issues. | | | | | |
| <u>3</u> Some people think of me as cold and calculating. | | | | | |

NE040

2 When I make a commitment, I can always be counted on to follow through.

1 Too often, when things go wrong, I get discouraged and feel like giving up.

2 I am not a cheerful optimist.

4 Sometimes when I am reading poetry or looking at a work of art, I feel a chill or wave of excitement.

2 I'm hard-headed and tough-minded in my attitudes.

3 Sometimes I'm not as dependable or reliable as I should be.

3 I am seldom sad or depressed.

4 My life is fast-paced.

2 I have little interest in speculating on the nature of the universe or the human condition.

4 I generally try to be thoughtful and considerate.

3 I am a productive person who always gets the job done.

1 I often feel helpless and want someone else to solve my problems.

4 I am a very active person.

4 I have a lot of intellectual curiosity.

3 If I don't like people, I let them know it.

2 I never seem to be able to get organized.

1 At times I have been so ashamed I just wanted to hide.

4 I would rather go my own way than be a leader of others.

NE059

1 I often enjoy playing with theories or abstract ideas.

2 If necessary, I am willing to manipulate people to get what I want.

3 I strive for excellence in everything I do.

NE058

NE057

NE060

Appendix C

Items Used to Measure Self Reported Homework Assignment

| Variable and source | Items |
|---|---|
| Social Desirability Bias (Crowne & Marlowe, 1960) | <ol style="list-style-type: none"> 1. I am always willing to admit when I've made a mistake. 2. I always try to practice what I preach. 3. I never resent being asked to return a favor. 4. I have never been bothered when people expressed ideas that were different from my own. 5. No matter who I'm talking too, I'm always a good listener. 6. I never hesitate to go out of my way to help someone in trouble. |
| Interpersonal Influence (Bearden, Netemeyer, & Teel, 1989) | <ol style="list-style-type: none"> 1. It is important that others like the products and brands that I buy. 2. I rarely purchase the latest fashion trends until I know that my friends approve of them. 3. I often identify with other people by purchasing the same products and brands they purchase. 4. When buying products, I generally purchase those brands that I think others will approve. |
| Mavenism (Feick & Price, 1987) | <ol style="list-style-type: none"> 1. I like to introduce new brands, products or services to my friends in technology product categories. 2. I like to help people by providing them with information about technology products. 3. People often ask me for information to get the best buy, places to shop, or sales on technology products. 4. If someone asked me where to get the best buy on technology products, I could tell the person where to shop. 5. My friends think of me as a good source of information for new technology products. 6. Think about a person who has information about a variety of products and likes to share this information with others. This person knows about new products, sales, stores and so on but does not necessarily feel he or she is an expert on any one particular product. How strongly would you agree that this description fits you? |

Appendix D

Semi-Structured Interview Questions

Introduction:

“Good Morning, I am _____ (introduce self).

This interview is being conducted to better understand why you use new media technologies.

When I say “new media technologies,” I am referring to technologies like blogs, personal websites, social networking sites (i.e., MySpace and Facebook), video sharing sites (YouTube and Flickr), podcasts, and online/viral games. I am particularly interested in understanding why you adopted these technologies, how you use them, and how you communicate through these new media.

I will be video and tape recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. Since the interviews are being recorded I cannot guarantee confidentiality. If you agree to this interview and the recording, please sign this consent form (Provide respondents with consent forms).

I am now going to ask you a series of questions that I would like you to answer to the best of your ability.

General Questions about Technology

- Which of the following types of new media that I described earlier (blogs, personal websites, social networking sites, video sharing sites, podcasts, viral games) do you regularly use?
 - *PROBES:*
 - How often do you use them?
 - How long have you been using these technologies?
 - Specifically what sites do you visit for each of these technologies?
 - *NOTE:* These questions can be used to establish a general framework of the types of technologies that the participant uses most often, so that future probe questions can be focused on the technologies that the participant is most familiar with.

This is a good place to quickly compare these answers to their “screener” assessments and identify focal technologies for the conversation.

Questions about Trial

- You mentioned that you regularly use _____ (insert one of the social networking sites that is regularly used – Facebook, MySpace, Xanga, hi5).
 - Can you describe the first time you found out about this site?
 - Who introduced this site to you?
 - Why do you think this person introduced you to this site?
 - How did they convince you to try this site?
 - What role did they play in making you try this site?
 - Prior to this experience, did anyone try to unsuccessfully?
 - Why didn't you try the service this time?
 - What did you think once you first heard about this site? WHY?
 - How long after first being exposed to this site did you start using it?
 - What motivated you to try the service out for yourself?
 - Internal interest?

- Social pressure?
- Something Else?
- Can you describe your first experience as a user in great detail?
 - Did you enjoy your first experience?
 - What activities did you perform during your first interaction with the site?
 - Did you update your profile?
 - Upload photos?
 - Find friends?
 - Leave friends messages?
 - WHY DID YOU ENGAGE IN THESE BEHAVIORS?
- Have you ever tried other social networking sites?
 - Can you describe how you first reacted to these trial experiences too?
- Did you like your experience with (insert the focal social networking site name here) better than your initial experience with these other sites?
 - Why or Why Not?

Questions about Adoption

- After your trial, why did you keep using the service?
 - Please elaborate.
- Did anyone else influence your decision to continue using the new service after you first tried it?
 - Did anyone talk to you directly to encourage your continued use?

Questions about Continued Usage

- Why do you continue to visit this site?
 - PLEASE ELABORATE
 - Do you use it for communication? What kind of messages do you send or receive?
 - Do you use it for entertainment? What type of content do you look for?

- Please describe the typical process that you go through when you log into the site?
 - When do you log into the site? WHY?
 - How many times a day to you use the site?
 - When you visit the site....Do you...
 - Update your Profile?
 - Upload Photos
 - When you upload photos do you tag your friends?
 - Why do you tag them?
 - Have you ever untagged photos that others have uploaded of you?
 - What did you do this?
 - Can you give me an example of this?
 - Write on people's walls?
 - Whose "wall" do you write on?
 - Leave people messages?
 - Who do you leave messages for?
- Have you added any new applications to your Facebook or MySpace page?
 - These include things like weather, horoscope, graffiti, etc.
- In addition to these tasks, how do you use this site as part of your daily life?
 - Do you use it for?
 - Communication (HOW SO? WITH WHO?)
 - Persuasion (HOW SO? WITH WHO?)
 - Entertainment (HOW SO? WITH WHO?)
 - Information (HOW SO? WITH WHO?)
- How has using this technology changed your daily activities?
 - How you talk to people? What people?
 - Who you stay in touch with?
 - What people would you not talk to if not for this site?
- What about you makes you so interested in using the site?
- What about your social network makes you prone to using this technology regularly?

- If your friends stopped using this service would you continue to use it? WHY?
 - Do you use any other social networking sites?
 - Which ones?
 - Why do you use these other sites?
 - If (insert the name of the focal site) offered these same benefits (added features, social network, etc.) would you stop using this other site?
 - In what ways is (insert the name of the focal site) superior to these other sites?
- How does the primary site you use compare to others?

Questions about Behavior

- Have you ever introduced this site to others?
 - Please describe a situation where you introduced other people to this new technology?
 - Why were you motivated to introduce others to the technology?
 - Were these efforts successful? WHY or WHY NOT?
- Which of the social networking sites is easiest to introduce to others? Why?

Appendix E
Qualitative Data Breakdown
Social Networking Sites

Question 1: Quotations dealing with why users try social networking technology?

Respondent 1: Found out about MySpace online

23: Found out about MySpace from advertising, TV, blogs, word of mouth

22: Friend from another band introduced so their band could also have a site

16: Friend introduced to connect with and meet people

18: Band members and friends introduced to them so they could promote their music

17: Friend introduced to keep in contact with

10: Friend introduced to communicate with friends

10: Students tried Facebook initially because it was for people in school only, not anymore, now it is open to anyone to use

11: Friend introduced to keep in contact with other friends

20: Friends told him about MySpace over spring break so they could communicate

20: Girlfriend told him about Facebook once he was in college

24: Friend introduced

15: Friend introduced as a way to stay in contact with old friends

13: Friend introduced as a way to stay in contact with new and old friends

2: Friend introduced Teamspeak so the gamers could communicate anytime

2: Friend introduced MySpace so could communicate with friends

19: Friend introduced to communicate with friends and find old friends

12: Friend introduced to find friends easily and to communicate with them

21: Roommate introduced so could see what friends were up to

26: Found it through a search engine

25: Friend introduced so could communicate with friends

27: Found about it through the Internet and website links from LiveJournal account

28: Friends introduced

28: In college feel pressured socially to have a Facebook account

29: Friend and girlfriend introduced to communicate with friends, meet new friends

3: Friends introduced to communicate and find people

30: Stepsister introduced to communicate with family

31: Sister introduced they to MySpace to stay in touch with family and friends

31: Found out about Facebook from a music radio site advertisement

32: Friend introduced to keep in contact with friends

33: Friend introduced as a way to find old friends and communicate with current friends

34: Friend introduced as a way to share photos

35: Friend introduced as a way to communicate with friends

36: Friend introduced and heard about it on Dateline TV special

37: Friend introduced as a way to stay in contact with old high school friends

38: Found about it through class as a way to ask classmates questions on homework and reintroduced by cousin to Facebook

38: Friend (co-worker) introduced MySpace

39: Friend introduced to find people in college and people with the same interests

4: Found out about Facebook through an email marketing campaign "Get in touch with your classmates from high school"

40: Friends introduced as a way to keep in touch with people you meet

41: Heard about MySpace on the news and wanted to try it out

41: Heard about Facebook from a friend telling her should could find friends on it

42: Friend introduced as a way to connect with friends

43: Found out about MySpace and Facebook by searching the web

44: Friends introduced as a way to keep in touch

45: One of classmates introduced

46: Friend introduced

47: Friend introduced and heard about it in the news

48: Friend introduced

49: Friend introduced as a way to communicate with friends, especially ones that move

5: Boyfriend introduced

50: Cousin introduced as a way to communicate with friends

51: Cousin introduced as a way to communicate with people

53: Friends introduced as a way to keep in contact with each other

54: Friends introduced as a way to meet people and talk to friends

55: Friends introduced

56: Friend introduced as a way to communicate with friends in place of email

57: Friend and cousin introduced as a way to keep in contact with friends

58: Friends introduced

59: Roommate and brother introduced to communicate with friends/family, meet people

6: Friends introduced to connect with friends

60: Friends introduced to communicate with friends and meet new people

61: Friend introduced so he could see his pictures

62: Friends introduced

64: Friends and girlfriend introduced

65: Friend introduced as a way to find friends

66: Friend introduced to communicate with friends and to use a study group for class

67: Friend introduced

68: Friend introduced

69: Friends introduced to communicate with friends

7: Friends introduced to find old friends and stay in touch with friends

70: Co-worker and friends introduced to find old friends and communicate with people

71: Brother introduced to meet girls

72: Cousins introduced to put their own music on for people to hear

73: Friends introduced as a way to keep in contact with friends and find old friends

74: Friend introduced as a way to talk to people

75: Friend introduced as a way to keep in touch with people

76: Found out about it themselves while trying to look up a friend online

78: Friends introduced to find videos and music and to communicate

79: Friends introduced as a way to communicate

8: Sister introduced Facebook as a way to find and communicate with friends

8: Found out about MySpace by searching the Internet to meet and hang out with people

80: Friend introduced

9: Friend introduced as a way to keep in contact with him

Themes dealing with why users try social networking technology

Hear about through acquaintances (69 responses)

Saw link online or heard about through the news or school (15)

Question 2: Quotations dealing with why users adopt social networking technology?

Respondent 1: Easy to upload photos, Facebook and MySpace are user friendly

1: Free to communicate with friends, unlike cell phone which cost money

1: Easier to get a hold of a lot of people than by using a phone

23: MySpace is easy to use

23: Can leave messages for friends whenever you want and find friends easily that you haven't seen for awhile

22: Easier to communicate with people than cell phones, can check MySpace from phone

22: MySpace is convenient to use

22: To get bands noticed

22: Easier to get a hold of a lot of people than by using a phone

16: It's the best way to keep in contact with friends

16: Easier to get a hold of a lot of people than by using a phone

18: MySpace is user friendly

18: It is free to use

18: Easier to communicate online than by phone and can be more calculated in their responses, can say more than would on phone since anonymous

17: Easy to use and set up

17: Good way to keep up with people

10: Facebook is self-explanatory to set up

10: Only use because friends use it

11: Broad network of friends and fans

11: Use MySpace as their email for communication as many people are regularly online

11: Easier to get a hold of a lot of people than by using a phone

20: To get their bands noticed by putting their music on there for people to hear

20: MySpace is easy accessible for finding people or playing music

20: Ability to make a profile with any image of yourself for others to read, real or fake

24: Easy to set up and use

24: Can customize MySpace page to represent you

24: People are more open to write their emotions to people online than say face to face

13: Privacy capability is available

2: Can set MySpace to private so only friends person accepted can see profile

2: Use MySpace as free communication with friends and family around country doesn't have long distance on cell phone

2: Easier to get a hold of a lot of people than by using a phone

19: Easy to use and start up

19: Can modify personal pages with applications for entertainment and personal reasons

19: Easy way keep tabs on people that you usually wouldn't normally be in contact with

19: Only use because friends use it

19: Easier to get a hold of a lot of people than by using a phone

12: Easy and quick to use for communication when don't have a lot of time

12: Easy to use and search for things, groups

12: Only use Facebook because friends use it, would use MySpace anyways because like to search for music

12: Easier to get a hold of a lot of people than by using a phone

21: Easy to set up and easy to use

21: Only use because friends use it

21: Easy to get a hold and leave a message then cell phone

21: Ability to make site private so only friends can see

26: Easy to join and use and keep track of people, without it not sure could stay in contact with so many friends, user friendly

26: Only use because friends use it

26: More convenient to use when getting a hold of multiple people than a cell phone

14: Easy to set up

14: Free to use, lots of free applications to use as well

14: Easier to get a hold of a lot of people than by using a phone

25: More convenient way of contacting people than email

25: Easy way of doing mass communication and invitations

27: Easy way to connect with people who you don't have their phone number for

27: Easier to get a hold of a lot of people than by using a phone

28: Easy to use and update

28: Peer pressure

29: Easy to set up and search for people

29: Peer pressure

3: Easy to set up, use, and to search for people worldwide

3: Only use because friends use it

3: Easier to get a hold of a lot of people than by using a phone

30: Convenience, will send person email to phone when have new message on Facebook

30: Easier to get a hold of a lot of people than by using a phone

31: Use MySpace to initially contact a friend before calling by phone

31: Convenience of leaving a message for someone, so they can get back to you whenever they have time

31: Company uses it for a business network of employees

31: Easier to get a hold of a lot of people than by using a phone

32: Convenient as any new messages on Facebook will be forward to home email so they know they have a new message

33: Easier to chit chat on instead of talking on the phone all the time

33: Easy to use, search for people, and upload photos, ability to set page to private

33: Peer pressure

33: Easier to get a hold of a lot of people than by using a phone

34: Most convenient and practical way to share photos with friends, easy to use

34: Easier to get a hold of a lot of people than by using a phone

35: Seen as the new cell phone

35: Use as a networking tool

35: Easier to get a hold of a lot of people than by using a phone

36: Easy to set up, ability to set page to private

36: Only use because friends use it

37: Convenience get notification by email if have any messages on Facebook

37: Communicate with people who are long distance

38: Easy set up, easy and convenient way to communicate, easier than talking by phone, ability to put page to private

38: Only use because friends use it

39: Really simple to set up

39: Educational purposes for class, telecommunication students

4: It is free to use

4: Advertisers use them to market products and pornography to make a few bucks

4: As a leisure activity

40: Easy to set up

40: Moves a lot, so uses to contact friends constantly no matter where they live

41: Can communicate while keeping page private and only seen by friends

41: Easy to use

41: Easier to get a hold of a lot of people than by using a phone

42: Easy to set up and use

43: Easy to set up and use and it was free, fun to do

43: Cheaper and easier to do to communicate with friends than by phone

44: As a way to communicate if don't have a cell phone

44: Easy to set up

44: Easier to get a hold of a lot of people than by using a phone

45: Easy way to communicate when don't have a cell phone

45: Only use because friends use it

45: Easy to set up and use

45: Easier to get a hold of a lot of people than by using a phone

46: Convenient to use

47: Easy to set up

47: Only use because friends use it

48: Simple to set up and use

48: Easier to get a hold of a lot of people than by using a phone

5: Easy to use

5: Easier to use for communication than a phone

50: Easy to set up and use

50: Easier to get a hold of a lot of people than by using a phone

51: Anyone can go and have access

51: Less awkward than a phone when communicating with someone years later

51: Easy and convenient to use

52: User friendly, easy to set up

52: Better access to people communication wise

53: Easy to set up and use

53: More convenient to use than a phone and less time than a phone

53: Only use because friends use it

53: Peer pressure

55: Easy to set up and use

55: Peer pressure

55: Easy access

56: It reliable

56: Easy to use

56: It's free to use

56: Can set page to private

56: It's the easiest and fastest way to get information out to the most people

57: Better than email, more convenient

57: Say things easier to people online than in person

57: Easy to use

57: Easier to get a hold of a lot of people than by using a phone

58: Peer pressure

58: Simple to use

59: Easier way to contact friends than by phone and faster to do that as well

59: To talk to friends that you wouldn't talk to on the phone

59: Get a better response and easier to get a hold of more people than regular email

59: Easy to set up and use

6: Easy to set up and use

6: Can set to private if want to

60: To contact friends whenever you want like a phone

61: Don't have email so you in place of email

61: Use in place of telephone

63: Can do it privately by setting your account that way

64: Easy to use and to communicate with

65: Only use because friends use it

66: Easy to use

66: It is free to use

66: Only use because friends use it

67: Easy to use and useful

67: Better than email

68: In place of email and phone

7: Can make private if want to

7: Peer pressure

7: Easy to set up

7: Can connect them with your email

70: Easy to use

70: Can check Facebook on phone through Facebook mobile

70: Quicker and easier to get a hold of people or find things out about them

70: Use to get a hold of people and make plans rather than a telephone

71: Easy to set up and use

71: To send quick notes rather than use a phone

71: Because it has a privacy setting

72: Easy to set up

72: To talk to people you wouldn't talk to on the phone

73: To stay in contact with friends that you don't on a regular basis

73: Can get email notifications of messages to phone

74: To send a message rather than calling them by phone

74: Easier to send mass invites to events or parties using these sites than individually

75: Social pressure

75: Only use because friends use it

75: Easier to use than calling people

75: It's free to use

76: Easy to set up and use

76: Would rather write a quick message to some people than talk to them on the phone

76: Easier to get a hold of a lot of people than by using a phone

76: It's free to use

76: Impersonal way of communicating

76: Can set page to private so only the people you want to see it can

77: Social pressure

78: Easy to set up and use

78: Can make private

78: Can check that you have messages on your account on your phone

78: Peer pressure

79: Easy to set up and use

79: It's free to use

8: Easy to set up and use

8: Easiest way to contact many people at once

80: Can adjust privacy setting

80: To contact people you wouldn't call

80: Only use because friends use it

80: It's impersonal

9: To communicate with a lot of people at one time

9: Only use because friends use it

9: East to set up and use

Themes dealing with why users adopt social networking technology

Cost is free to use (11)

Easy to set up and use, user-friendly (57)

More convenient/easier to use than phone (39)

Find/contact people, leave messages (27)

Can be anonymous, set account to private (17)

Use as, or in place of email, contact many people at once easier (23)

To get noticed (3)

Only because friends use it (16)

Peer/social pressure (9)

Question 3: Quotations dealing with why users use social networking technology?

Respondent 1: Stay connected with friends, leave/read messages for friends, tag photos so friends see pictures first, party invites, promotions

1: To upload photos for family and friends to see

1: To show uploaded videos to others

1: Businesses use them for advertising purposes

1: MySpace lets you know when your friend's birthday's are coming up

1: Can send messages to certain groups of people easily

23: To advertise, like musicians, for entertainment

23: To communicate with people, post pictures, use as social network, where party's located, find friends

23: Use MySpace to meet woman or men for online dating

23: Can post YouTube videos on site for others to see

23: Design MySpace page to reflect their personality

22: To advertise and promote their band, book dates

22: To communicate with others, upload photos and music, comment on other's pages, get information on music, post YouTube videos on

22: Can check MySpace from cell phone

16: To stay connected with friends and upcoming events, upload photos, tag friends on photos

16: For work purposes, work for a TV show, so posts things on MySpace for others to see

18: Famous people use it to communicate with fans

18: Record labels use it to get exposure for their bands and artists

18: To find entertainment, music in the local area

18: To meet new people and find old friends, communicate with each other, post pictures, tour dates and music from bands, easier to communicate online than by phone and can be more calculated in their responses, can say more than would on phone since anonymous

18: Design MySpace page to reflect their personality, leave a journal blog for people to read what they have done and what's on their mind

18: Phishers, spammers, and porn agencies send out messages trying to make money

17: To stay connected with family/friends all over nation, find old friends/acquaintances

17: To let other people know your interests, upload photos, send comments for everyone to see or personal messages, listen to music, meet new people, promote parties

10: To post music and photos and videos

10: To stay connected with friends and meet new people as well, post messages to others, post social events that are coming up, for entertainment and communication purposes

10: To post information about themselves for others to read

10: Use to post their car for sale

10: Write a diary blog on MySpace for others to read

10: Can leave anonymous comments on people's Facebook account, honesty box

11: To stay connected with friends and find friends, send messages back and forth, stay current with people's lives

11: To post pictures for others to see, post bulletins for upcoming events, parties

11: Have one account for personal stuff and one for work at a bar

11: Because friends use it

11: Can start or join groups that include people with a same interest, like comedy or share a certain problem

20: To communicate with family and friends from all over the US, send messages

20: Find music artists, listen to their music, post videos of themselves, sports highlights

20: To promote music artists and to get noticed

20: To become a member of a group with similar personal interests and debate topics

20: For communication and entertainment purposes, to meet new people, promote parties

20: Design MySpace page to reflect their personality

24: Stay in contact with friends, leave comments back and forth, check for events, publicity, meet new people, find relationships, tell people your daily mood, make plans with friends, watch videos, post/forward videos & pictures to friends, for communication

24: Can leave anonymous comments on "the wall" on people's accounts

24: Easier to talk to people online than face to face

24: Can join groups with people that have same interests, can join chat rooms MySpace

24: Use for business purposes to promote music, films

15: To find old friends and communicate with them, post pictures, tag photos so friends know they are in the picture

15: Doesn't like the fact random people they don't know can write improper and sexual things on your MySpace account whenever they want

15: To join groups with people that have the same interests

13: To stay in touch with friends, upload and share pictures with friends and tag friends on pictures, leave/receive comments and messages from friends, join groups with the same interests, meet new people, for information gathering, be anonymous, read famous people's pages, listen to music, find about new artists

13: Can set profile to private so people you don't want to see your profile can't

2: Use teamspeak to communicate with others around the world, starting using it to communicate with people playing the same online game, but does cost money

2: Use MySpace to communicate with friends/family and find old friends, meet new people, post comments about parties and stuff for friends to see, leave people messages, upload pictures and videos to show others

19: To communicate with friends and find old friends, leave comments for others, post photos and tag friends photos so others can see them, find and upload music, entertainment purposes

19: Join groups with people that have similar interests

12: To communicate with friends around the US, upload photos and tag friends photos, search for music, post personal information to try to enhance other's opinions of them, find people with your like interests and things in common and join groups, leave messages on friend's sites

12: People use them for advertising and to sell things

12: Easy to use for communication when don't have a lot of time

21: To communicate with friends near and around the country, upload pictures, find out what friends are doing, invites to parties, leave messages for friends

21: Employers look at possible employees websites if they want information

26: To communicate and stay up to date on what friends are doing, what events are coming up, leave comments and messages, upload photos and tag friends that are on them, find music, use as new way to be informed, start and read gossip, leave impression of yourself by what you write on your profile for others to see, join group of similar interests

14: To find and communicate with friends, post pictures, find music, check for and post parties, join groups with people who have the same interests and beliefs, leave/receive messages from friends, meet women

14: For police to use to track people and find information on students and others

14: People advertise and try to sell stuff on MySpace like spam

25: To communicate with friends and find old friends, to upload and view pictures and tag/untag pictures, leave comments and messages back and forth with friends, plan meetings, use different applications to update websites, enhance other's opinion of you, join groups with people that have the same interest

25: Potential employers check them to get opinions of people

25: To communicate with friends when traveling

25: More convenient way of contacting people than email

25: Use to get to know people better and become friends after meeting one night

25: Easy way of doing mass communication and invitations

27: To communicate with people and see what they are up to, find old friends, share/upload pictures, find information on celebrities, put music, games, and videos on personal websites, leave/receive comments (public) and messages (personal), join groups with people who have the same interest, tell people of events/parties, use personal sites to make themselves look better to others

27: Advertisers use it to promote their product

27: Easy way to connect with people who you don't have their phone number for

28: To stay in contact with friends, find old friends, leave/receive personal messages to friends, use as a social thing, so find out what people did on weekends/events, upload photos, tag friends photos to make albums, meet new people possible dating, place music on page, see what other people are about for entertainment purposes, gather information

28: Use as an alternate means of trying to contact someone after trying a cell phone

28: Some people use it to make themselves look better than they really are to people

29: To communicate with friends and meet new people, upload/view pictures tagged photos to make albums, let people know what mood you're in, listen to music, write and receive messages, join groups with people that have same interests, make slideshows

29: Some people use it to enhance their image to others

3: To communicate with friends, find people around the world, find old friends, meet new people, find music, uploading pictures, leave/receive messages and comments, find information and tour dates of music artists, upload videos, post events/parties

3: Use as a replacement for email for friend purposes

3: Can personalize page to define your person, type music listen to, pictures of yourself

30: To communicate with family and friends, find old friends, meet new people, upload photos and tag friends on photos, read/leave public comments, find out about events coming up, join groups with people who have the same interests, find and link YouTube videos to your MySpace page for entertainment purposes

30: Convenience, will send person email to phone when have new message on Facebook

31: To communicate with friends and family, find old friends, meet new people, find music and artists and entertainment, upload pictures, leave/receive messages and comments from friends, join groups with people that have the same interest, enhance others opinions of them

31: Company uses it for a business network of employees

32: To communicate with friends, find old friends, meet new people, upload pictures and videos, leave/receive messages and comments, join groups with people that have same interest, to find information, entertainment, for online dating, find music, express yourself

32: Connect to home email, so any new messages on Facebook will send a message to email account

33: To communicate with friends, find old friends, meet new people, upload pictures and music, leave/receive comments and messages, meet people of the opposite sex, post events, ability to set personal page to private, information gathering for band tour dates and when tickets go on sale, watch videos

34: Upload and share photos with friends by tagging them, find music and discover bands, upload videos, find friends, leave/receive messages and comments from friends, communicate with friends, join groups with people that have the same interests

35: To communicate with friends, find old friends, meet new people, meet people of the opposite sex, upload photos and tag friends with photos, leave/receive friends messages and comments on the wall, write blogs and poetry on Facebook for others to read, use as a networking tool, use as a cell phone to text message people, join groups with people who have the same interests

35: Employers look at Facebook sites on potential employees

36: To communicate with people, find old friends, upload pictures, meet new people, join groups with people who have the same interests, send/receive messages and comments from friends, find music

36: Advertisers try to sell things

36: Employers using it to check up on their employees

37: To communicate with friends and family, find old friends, send/receive messages from friends, get notification by email if have any messages on Facebook, find out about events/parties, upload photos check other people's photos, join groups with people who have the same interests

38: To communicate with friends, upload pictures and videos, send/receive messages and comments from friends, find friends, find music, enhance other's opinions of themselves, ability to be private setting, find information about when albums are getting released, post surveys for friends, find out about upcoming events

39: To communicate with people, find new people, find old friends, upload pictures and tag friends on pictures, join groups with people that have the same interests, find list of people in their classes, for educational purposes, use as a nice reference as an address book, promote events and parties, can RSVP for events and parties through Facebook, upload TV shows and videos from YouTube to place on their Facebook account, to get noticed by as many other people as possible by going online

4: It is free of charge, for entertainment and communication, to blog, find friends, post pictures, join/subscribe to blogs, find music, send/receive comments and messages from friends, for social networking, find new people that seem interesting, as a leisure activity

4: Advertisers use them to market products and pornography to make a few bucks

40: To stay in touch with friends and new people you meet, find old friends, upload pictures and videos, build social networks, share information, find out about upcoming events/parties, find groups to be a member of

41: To communicate with friends and find old friends, find information about celebrities through the blogs, listen to music, find bands and their concert dates, upload and edit pictures and tag friends pictures, watch video clips, join networks or groups, can set page to private, social networking for career opportunity, leave/receive comments/messages, enhance the image of themselves to others, easier to use then cell phone to communicate with someone that you haven't seen in years – less awkward

42: To communicate with and get to know people, find friends, upload photos, find out about upcoming social events/parties, read/leave comments and messages, join groups with people that have the same interests

43: To look at other people's sites, find music and art, social networking, help them influence their new music choices, post music, fun to use, upload photos and tag friends, upload videos, find friends, meet new people, make plans with friends, contacting friends this way is cheaper and easier to do than by phone, communicate with friends after they move somewhere new, post upcoming events, read/receive comments and messages, to influence the opinions of others, join groups with people that have same interests

43: Solicitors use to try to get people to buy things, advertise

44: To communicate with friends, meet new people, send/receive messages and comments, find out about upcoming events/parties, upload photos and tag friends photos, persuade others to do something, join groups with people that share the same interests]

45: To communicate with friends, find old friends, meet new people, upload photos and tag friends, research people to do background checks on people they may date, use as a diary of daily life, leave/receive messages and comments, find out about events/parties, join groups with people that share the same interests, to look more conservative to new people by displaying good pictures of themselves, find music, upload videos

45: To advertise

46: To communicate with friends, find out about upcoming events/parties, sell things, upload photos and tag friends

47: To communicate with people, upload photos and tag friend's photos, read/leave wall comments, find out about upcoming events/parties, express their feelings and get reactions from others

48: To find tickets for sale, find old friends, to communicate with friends, for entertainment, upload photos and tag friends photos, read/leave messages and comments, find out about upcoming events/parties, join groups with people that have same interests, post YouTube videos for others to see

49: To communicate with friends, find old friends/new people, upload video and photos, read/leave messages and comments on wall, self-expression of themselves to show others

5: To communicate with friends, find old friends, meet new people, upload photos and tag friends on pictures, to network, use instead of talking on the phone, read/leave

messages, comments and bulletins, for entertainment, find out about upcoming events, use as a diary, to enhance others opinion's of them, join groups with same interests

50: To communicate with friends, upload photos and tag friends on photos, find old friends, meet new people, read/leave messages and comments, find music, to persuade others, to find information, find out about upcoming events, to enhance other's opinion of yourself, join groups with people who have the same interest, communicate with others when don't have their phone numbers

50: Businesses check employees sites

50: It helps me keep in contact with people I probably wouldn't keep in contact with because you can message them like, "Hi, how are you?" (find old friends, meet new people)

51: You know you are communicated with a real person using Facebook, to communicate with people, find old friends, meet new people, join groups with people that have same interests, find information on upcoming events, upload photos and videos, find music

51: Recruiters for companies use to search information on possible employees

52: To join groups with people that have same interests, upload photos, to look at other people's stuff, both friends and random people, as an observer to evaluate them and tell what kind of person they are, read/send messages and comments, find old friends, to communicate with people, for entertainment, find music, to express themselves

53: To communicate with friends, find old friends, read/leave messages and comments on walls, upload photos and tag friends on photos, use because don't have time to use a phone to contact friends

54: To talk to friends, meet new people, read/leave messages and comments, join groups that have people with same interests, find out about events and meetings, use for academics and social reasons, for entertainment

55: To communicate with people, find friends, read about people through their profiles, upload videos and pictures and tag friends photos, find music, read/leave messages and comments on people's wall, join groups with people that have same interest, find out about upcoming events, to get support for a cause

55: Politicians use them to get information out to people

56: To communicate with friends, upload photos, contact friends while keeping account private, find old friends, meet new people, find music, upload videos, to network, to schedule events/parties, read/leave messages and comments, use as a journal, to influence others, to enhance other people's opinions of themselves, join groups with people with same interest

56: To advertise

57: To communicate with friends, meet new people, find old friends, find someone to date, upload photos and tag friends on photos, find out about events/parties, set up meetings, send/receive messages and comments on the wall, to present a positive image of themselves, join groups with people that have the same interest, to find information on people, for entertainment, find music, to blog

58: To communicate with friends, read/leave messages and comments, find old friends, upload photos, find music, send messages when don't want to talk to people, join groups with people that have the same interests, to network, to find out about events

58: For advertising and to sell things

59: To communicate with people, meet new people, find old friends, find out about events, upload photos and tag friends photos, send/receive messages and comments on wall, join groups with people that have the same interests, to find information, to enhance others opinion's of yourself, to do research for school classes, for entertainment

6: To connect with friends, upload photos and videos, to find information, can make private so people you don't want to look at it can't, find out about upcoming events/parties, read/receive messages and comments on people's walls, find out information about people, find old friends, meet new people, find music, join groups with people that have the same interests, for entertainment

6: To advertise and sell things

60: To communicate with friends, meet new people, find old friends, read/leave messages and comments on the wall, to contact friends anytime you want like a phone, find out about events, use in place of email, for entertainment, find movies and TV shows

61: To upload photos and tag friends on the photos, to find old friends, organize events/parties, read/receive messages and comments on people's walls, upload videos, join groups with people who share same interests, to communicate with friends

62: To communicate with people, find out about upcoming events/parties, find music, post surveys, upload videos, to give information that represents you, meet new people, put up bulletin boards, find old friends, upload photos

62: Companies use them to advertise and sell things

63: Find music, upload videos, communicate with friends, to network, can set to private

64: To find music, find out about and talk to celebrities, find out about upcoming events/parties, promote shows, upload photos, find information on people, to communicate with people, read/leave messages and comments, find old friends, upload videos

64: To advertise and sell things

65: To find old and current friends, upload photos, meet new people, find information about people, to communicate with friends, join groups with people that have same interest, post upcoming meetings

66: To communicate with friends, join groups with people that have same interests and for class studying purposes, find music, express themselves, find old friends, set up meetings, upload photos

66: Companies use to make money

67: To keep track of people you've met, to communicate with friends, see what people are up to, read/receive messages and comments on people's walls, upload photos and tag friends on photos, find out about upcoming events/parties, meet new people, use instead of email, to network, join groups with people that have the same interests, to enhance opinion of self to others, meet new people, read other people's profiles

67: Prospective employers use to get information on possible employees

68: For entertainment, use in place of email, upload photos, to communicate with friends

69: To communicate with friends, upload photos, write blogs, find old friends, for entertainment

7: Upload photos, to communicate with friends, find old friends, can make your page private for only certain people to see, to network, send/receive message and comments on people's walls, find information out about people, get email telling them there has been an update or message on your page, for entertainment, meet new people, find information on celebrities, read/leave bulletins, upload videos, read/post a blog, post surveys, post events, easy to send out virtual invite to who you want quickly, join groups with people that have the same interest

7: To advertise on

70: To communicate with friends, find old friends, to see what people are doing, upload photos and tag friends on photos, meet new people, to network, upload videos, read/send messages and comments and people's wall, find out about upcoming events, to communicate with other students for homework help, to influence the opinions of others, to enhance others opinion's of themselves

70: To advertise and fund raise

71: To upload music, post their music for others to hear, to communicate with people, find old friends, meet new people, upload pictures and tag other people's pictures, read/leave messages and comments on people's walls, to promote themselves, upload videos, leave anonymous messages to people, use to send quick notes instead of calling them, meet girls, join groups with people that have same interest, for homework

72: To upload music, to post their own music on for others to hear, to communicate with people, to network, to find people, read people's blogs, meet new people, find information on people, to meet girls and guys, find old friends, talk to people who they wouldn't talk to on the phone, read/leave messages and comments on people's walls, for entertainment, to influence the opinions of others, to enhance your own image, upload photos, to upload videos, find information on celebrities, to promote things

73: To communicate and stay in contact with friends, find old friends, find out about upcoming events/parties, find music and different artists, to stay in contact with friends

that you don't on a regular basis, information on celebrities, read/send messages and comment on people's walls, upload photos and tag people's photos, can get email notifications of messages to phone to reply to, for entertainment, to enhance opinion of self to others, join groups with people that have same interests, meet people to date

74: To communicate with people, find old friends, meet new people, to network, upload photos and tag friend's photos, read/leave messages and comments on people's walls, find out about upcoming events/parties, meet girls and try to hook up, use to send a message rather than calling them, for entertainment, upload videos, to promote activities, find music, join groups with people that have same interests

74: To advertise and sell things

75: To communicate and keep in touch with people, find old friends, upload photos and tag friends in photos, read/leave messages and comments on people's walls, join groups with people that have same interests, easier than calling people

75: To advertise and sell things

76: To communicate and stay in touch with people, find old friends, find out about and post upcoming events/parties/fund raisers, easier to get a hold of a lot of people than by using a phone, upload photos, as a way to get themselves noticed, establish new relationships, to enhance other people's opinions of you, join groups with people that have same interest, to network

76: Prosecuting D.A. personnel use it to see if people on drinking probation have pictures online of them drinking to send them back to jail

76: Employers go on these sites to search for bad photos of their employees

77: Find music band's sites, to communicate with people, find people with same interests

78: To find videos and music, to communicate with people, find old friends, to network, to find out about upcoming events/parties, talk about homework problems for school, read/leave messages and comments on people's walls, join groups with people that have same interests, upload photos and tag people's photos, to enhance other people's opinions of yourself

79: To communicate and keep in touch with people, upload photos, find old friends, read/leave messages and comments, let people know who they are and what they like and to get to know other people, for entertainment, to blog, find music

8: To communicate with people, find old friends, upload photos and tag friends on photos, join groups with people that have same interests, find out about upcoming events/parties, read/receive messages and comments on people's walls, meet new people, find music and upcoming bands, to enhance image of self and people's opinions of them, to contact many people at one time

8: To advertise and sell things

80: To upload photos and tag friends on photos, to network, to communicate with friends, to find old friends, read/send messages and comments on people's walls, to promote or enhance an image of yourself to others, to influence other people's opinions of

themselves, find out about what people are like, join groups with people who have same interests, find out about upcoming events/parties

80: For advertisement and to sell things

9: To upload photos and tag friend's photos, to communicate with people, meet new people with the same interests, find old friends, send/receive messages and comments on people's walls, find out about upcoming events/parties, enhance people's opinions of themselves, find out what friends are doing, join groups with people who have same interests, for entertainment

Themes dealing with why users use social networking technology

To communicate (80)

To upload/tag photos (75)

Read/leave messages (64)

To find out about, promote events/parties (58)

To upload videos (32)

Advertise, sell things (29)

To join groups with people that have same interests (54)

Entertainment (27)

To find old friends (60)

To meet new people (45)

To upload music (43)

To get information (32)

More convenient, use in place of email or phone (22)

Enhance view of self to others (37)

As a diary or journal (7)

Employers or police use to look at for information on people (9)

Question 4: What is the frequency of social networking technology usage?

Respondent 1: Everyday, 10 times a day

23: Once to twice a month

22: Everyday, twice an hour

16: Everyday, three to five times a day

18: Everyday

17: Four times a week

10: Everyday, twice a day

11: Try to everyday

20: Everyday

24: Everyday, 10 times a day

15: Everyday

13: Everyday, 24 hours a day, logged on through phone

19: Everyday

12: Everyday, one to two times a day

21: Everyday, three to four times a day

26: Everyday, five to six times

14: Everyday

25: Everyday, four times

27: Everyday, 30-60 minutes

28: Everyday

3: Everyday, one to two times

30: Everyday

31: Everyday, three to four times a day
32: Everyday, once a day
33: Everyday
34: Everyday, three times a day
35: Everyday
37: Everyday, twice a day
38: Everyday, once a day
39: Everyday
4: Two to three hours a week
40: Everyday at least once
41: Everyday, twice a day
43: Everyday, five to six times a day
44: Everyday, three to six times a day
45: Everyday, five times a day
46: Everyday in the semester
48: Everyday
5: Everyday
50: Everyday, couple times a day
53: Everyday, couple times a day
54: Everyday, three to four times a day
55: Everyday, five to seven times a day
56: Everyday
57: Everyday, five to ten times a day
58: Everyday, three to four times a day

59: Everyday, more than five times a day

6: Three to four times a week

60: Everyday, three times a day

61: Everyday

65: Once a week

67: Everyday

7: Everyday

70: Everyday

71: Everyday

72: Every two days

73: Everyday

74: Everyday

75: Everyday, several times a day

78: Everyday

8: Everyday, two to three times a day

9: Everyday, one to two times a day

Average of five to seven times a week (56)

Average of less than five times a week (6)

Themes pertaining to the frequency of social networking technology usage

Average of five to seven times a week for communicating, finding friends, meeting people and getting information

Average of less than five times a week for uploading videos, advertising and entertainment purposes

Question 5: In what contexts are social networking technologies being used?

Respondent 1: Stay connected with friends, leave/read messages for friends, tag photos so friends see pictures first, party invites, promotions

1: To upload photos for family and friends to see

1: To show uploaded videos to others

1: Businesses use them for advertising purposes

1: MySpace lets you know when your friend's birthday's are coming up

1: Can send messages to certain groups of people easily

23: To advertise, like musicians, for entertainment

23: To communicate with people, post pictures, use as social network, where party's located, find friends

23: Use MySpace to meet woman or men for online dating

23: Can post YouTube videos on site for others to see

23: Design MySpace page to reflect their personality

22: To advertise and promote their band, book dates

22: To communicate with others, upload photos and music, comment on other's pages, get information on music, post YouTube videos on

22: Can check MySpace from cell phone

16: To stay connected with friends and upcoming events, upload photos, tag friends on photos

16: For work purposes, work for a TV show, so posts things on MySpace for others to see

18: Famous people use it to communicate with fans

18: Record labels use it to get exposure for their bands and artists

18: To find entertainment, music in the local area

18: To meet new people and find old friends, communicate with each other, post pictures, tour dates and music from bands, easier to communicate online than by phone and can be more calculated in their responses, can say more than would on phone since anonymous

18: Design MySpace page to reflect their personality, leave a journal blog for people to read what they have done and what's on their mind

18: Phishers, spammers, and porn agencies send out messages trying to make money

17: To stay connected with family/friends all over nation, find old friends/acquaintances

17: To let other people know your interests, upload photos, send comments for everyone to see or personal messages, listen to music, meet new people, promote parties

10: To post music and photos and videos

10: To stay connected with friends and meet new people as well, post messages to others, post social events that are coming up, for entertainment and communication purposes

10: To post information about themselves for others to read

10: Use to post their car for sale

10: Write a diary blog on MySpace for others to read

10: Can leave anonymous comments on people's Facebook account, honesty box

11: To stay connected with friends and find friends, send messages back and forth, stay current with people's lives

11: To post pictures for others to see, post bulletins for upcoming events, parties

11: Have one account for personal stuff and one for work at a bar

11: Because friends use it

11: Can start or join groups that include people with a same interest, like comedy or share a certain problem

20: To communicate with family and friends from all over the US, send messages

20: Find music artists, listen to their music, post videos of themselves, sports highlights

20: To promote music artists and to get noticed

20: To become a member of a group with similar personal interests and debate topics

20: For communication and entertainment purposes, to meet new people, promote parties

20: Design MySpace page to reflect their personality

24: Stay in contact with friends, leave comments back and forth, check for events, publicity, meet new people, find relationships, tell people your daily mood, make plans with friends, watch videos, post/forward videos & pictures to friends, for communication

24: Can leave anonymous comments on “the wall” on people’s accounts

24: Easier to talk to people online than face to face

24: Can join groups with people that have same interests, can join chat rooms MySpace

24: Use for business purposes to promote music, films

15: To find old friends and communicate with them, post pictures, tag photos so friends know they are in the picture

15: Doesn’t like the fact random people they don’t know can write improper and sexual things on your MySpace account whenever they want

15: To join groups with people that have the same interests

13: To stay in touch with friends, upload and share pictures with friends and tag friends on pictures, leave/receive comments and messages from friends, join groups with the same interests, meet new people, for information gathering, be anonymous, read famous people’s pages, listen to music, find about new artists

13: Can set profile to private so people you don’t want to see your profile can’t

2: Use teamspeak to communicate with others around the world, starting using it to communicate with people playing the same online game, but does cost money

2: Use MySpace to communicate with friends/family and find old friends, meet new people, post comments about parties and stuff for friends to see, leave people messages, upload pictures and videos to show others

19: To communicate with friends and find old friends, leave comments for others, post photos and tag friends photos so others can see them, find and upload music, entertainment purposes

19: Join groups with people that have similar interests

12: To communicate with friends around the US, upload photos and tag friends photos, search for music, post personal information to try to enhance other's opinions of them, find people with your like interests and things in common and join groups, leave messages on friend's sites

12: People use them for advertising and to sell things

12: Easy to use for communication when don't have a lot of time

21: To communicate with friends near and around the country, upload pictures, find out what friends are doing, invites to parties, leave messages for friends

21: Employers look at possible employees websites if they want information

26: To communicate and stay up to date on what friends are doing, what events are coming up, leave comments and messages, upload photos and tag friends that are on them, find music, use as new way to be informed, start and read gossip, leave impression of yourself by what you write on your profile for others to see, join group of similar interests

14: To find and communicate with friends, post pictures, find music, check for and post parties, join groups with people who have the same interests and beliefs, leave/receive messages from friends, meet women

14: For police to use to track people and find information on students and others

14: People advertise and try to sell stuff on MySpace like spam

25: To communicate with friends and find old friends, to upload and view pictures and tag/untag pictures, leave comments and messages back and forth with friends, plan meetings, use different applications to update websites, enhance other's opinion of you, join groups with people that have the same interest

25: Potential employers check them to get opinions of people

25: To communicate with friends when traveling

25: More convenient way of contacting people than email

25: Use to get to know people better and become friends after meeting one night

25: Easy way of doing mass communication and invitations

27: To communicate with people and see what they are up to, find old friends, share/upload pictures, find information on celebrities, put music, games, and videos on personal websites, leave/receive comments (public) and messages (personal), join groups with people who have the same interest, tell people of events/parties, use personal sites to make themselves look better to others

27: Advertisers use it to promote their product

27: Easy way to connect with people who you don't have their phone number for

28: To stay in contact with friends, find old friends, leave/receive personal messages to friends, use as a social thing, so find out what people did on weekends/events, upload photos, tag friends photos to make albums, meet new people possible dating, place music on page, see what other people are about for entertainment purposes, gather information

28: Use as an alternate means of trying to contact someone after trying a cell phone

28: Some people use it to make themselves look better than they really are to people

29: To communicate with friends and meet new people, upload/view pictures tagged photos to make albums, let people know what mood you're in, listen to music, write and receive messages, join groups with people that have same interests, make slideshows

29: Some people use it to enhance their image to others

3: To communicate with friends, find people around the world, find old friends, meet new people, find music, uploading pictures, leave/receive messages and comments, find information and tour dates of music artists, upload videos, post events/parties

3: Use as a replacement for email for friend purposes

3: Can personalize page to define your person, type music listen to, pictures of yourself

30: To communicate with family and friends, find old friends, meet new people, upload photos and tag friends on photos, read/leave public comments, find out about events coming up, join groups with people who have the same interests, find and link YouTube videos to your MySpace page for entertainment purposes

30: Convenience, will send person email to phone when have new message on Facebook

31: To communicate with friends and family, find old friends, meet new people, find music and artists and entertainment, upload pictures, leave/receive messages and comments from friends, join groups with people that have the same interest, enhance others opinions of them

31: Company uses it for a business network of employees

32: To communicate with friends, find old friends, meet new people, upload pictures and videos, leave/receive messages and comments, join groups with people that have same interest, to find information, entertainment, for online dating, find music, express yourself

32: Connect to home email, so any new messages on Facebook will send a message to email account

33: To communicate with friends, find old friends, meet new people, upload pictures and music, leave/receive comments and messages, meet people of the opposite sex, post events, ability to set personal page to private, information gathering for band tour dates and when tickets go on sale, watch videos

34: Upload and share photos with friends by tagging them, find music and discover bands, upload videos, find friends, leave/receive messages and comments from friends, communicate with friends, join groups with people that have the same interests

35: To communicate with friends, find old friends, meet new people, meet people of the opposite sex, upload photos and tag friends with photos, leave/receive friends messages and comments on the wall, write blogs and poetry on Facebook for others to read, use as a networking tool, use as a cell phone to text message people, join groups with people who have the same interests

35: Employers look at Facebook sites on potential employees

36: To communicate with people, find old friends, upload pictures, meet new people, join groups with people who have the same interests, send/receive messages and comments from friends, find music

36: Advertisers try to sell things

36: Employers using it to check up on their employees

37: To communicate with friends and family, find old friends, send/receive messages from friends, get notification by email if have any messages on Facebook, find out about

events/parties, upload photos check other people's photos, join groups with people who have the same interests

38: To communicate with friends, upload pictures and videos, send/receive messages and comments from friends, find friends, find music, enhance other's opinions of themselves, ability to be private setting, find information about when albums are getting released, post surveys for friends, find out about upcoming events

39: To communicate with people, find new people, find old friends, upload pictures and tag friends on pictures, join groups with people that have the same interests, find list of people in their classes, for educational purposes, use as a nice reference as an address book, promote events and parties, can RSVP for events and parties through Facebook, upload TV shows and videos from YouTube to place on their Facebook account, to get noticed by as many other people as possible by going online

4: It is free of charge, for entertainment and communication, to blog, find friends, post pictures, join/subscribe to blogs, find music, send/receive comments and messages from friends, for social networking, find new people that seem interesting, as a leisure activity

4: Advertisers use them to market products and pornography to make a few bucks

40: To stay in touch with friends and new people you meet, find old friends, upload pictures and videos, build social networks, share information, find out about upcoming events/parties, find groups to be a member of

41: To communicate with friends and find old friends, find information about celebrities through the blogs, listen to music, find bands and their concert dates, upload and edit pictures and tag friends pictures, watch video clips, join networks or groups, can set page to private, social networking for career opportunity, leave/receive comments/messages, enhance the image of themselves to others, easier to use than cell phone to communicate with someone that you haven't seen in years – less awkward

42: To communicate with and get to know people, find friends, upload photos, find out about upcoming social events/parties, read/leave comments and messages, join groups with people that have the same interests

43: To look at other people's sites, find music and art, social networking, help them influence their new music choices, post music, fun to use, upload photos and tag friends, upload videos, find friends, meet new people, make plans with friends, contacting friends this way is cheaper and easier to do than by phone, communicate with friends after they move somewhere new, post upcoming events, read/receive comments and messages, to influence the opinions of others, join groups with people that have same interests

43: Solicitors use to try to get people to buy things, advertise

44: To communicate with friends, meet new people, send/receive messages and comments, find out about upcoming events/parties, upload photos and tag friends photos, persuade others to do something, join groups with people that share the same interests]

45: To communicate with friends, find old friends, meet new people, upload photos and tag friends, research people to do background checks on people they may date, use as a diary of daily life, leave/receive messages and comments, find out about events/parties, join groups with people that share the same interests, to look more conservative to new people by displaying good pictures of themselves, find music, upload videos

45: To advertise

46: To communicate with friends, find out about upcoming events/parties, sell things, upload photos and tag friends

47: To communicate with people, upload photos and tag friend's photos, read/leave wall comments, find out about upcoming events/parties, express their feelings and get reactions from others

48: To find tickets for sale, find old friends, to communicate with friends, for entertainment, upload photos and tag friends photos, read/leave messages and comments, find out about upcoming events/parties, join groups with people that have same interests, post YouTube videos for others to see

49: To communicate with friends, find old friends/new people, upload video and photos, read/leave messages and comments on wall, self-expression of themselves to show others

5: To communicate with friends, find old friends, meet new people, upload photos and tag friends on pictures, to network, use instead of talking on the phone, read/leave messages, comments and bulletins, for entertainment, find out about upcoming events, use as a diary, to enhance others opinion's of them, join groups with same interests

50: To communicate with friends, upload photos and tag friends on photos, find old friends, meet new people, read/leave messages and comments, find music, to persuade others, to find information, find out about upcoming events, to enhance other's opinion of yourself, join groups with people who have the same interest, communicate with others when don't have their phone numbers

50: Businesses check employees sites

50: It helps me keep in contact with people I probably wouldn't keep in contact with because you can message them like, "Hi, how are you?" (find old friends, meet new people)

51: You know you are communicated with a real person using Facebook, to communicate with people, find old friends, meet new people, join groups with people that have same interests, find information on upcoming events, upload photos and videos, find music

51: Recruiters for companies use to search information on possible employees

52: To join groups with people that have same interests, upload photos, to look at other people's stuff, both friends and random people, as an observer to evaluate them and tell what kind of person they are, read/send messages and comments, find old friends, to communicate with people, for entertainment, find music, to express themselves

53: To communicate with friends, find old friends, read/leave messages and comments on walls, upload photos and tag friends on photos, use because don't have time to use a phone to contact friends

54: To talk to friends, meet new people, read/leave messages and comments, join groups that have people with same interests, find out about events and meetings, use for academics and social reasons, for entertainment

55: To communicate with people, find friends, read about people through their profiles, upload videos and pictures and tag friends photos, find music, read/leave messages and comments on people's wall, join groups with people that have same interest, find out about upcoming events, to get support for a cause

55: Politicians use them to get information out to people

56: To communicate with friends, upload photos, contact friends while keeping account private, find old friends, meet new people, find music, upload videos, to network, to schedule events/parties, read/leave messages and comments, use as a journal, to influence others, to enhance other people's opinions of themselves, join groups with people with same interest

56: To advertise

57: To communicate with friends, meet new people, find old friends, find someone to date, upload photos and tag friends on photos, find out about events/parties, set up meetings, send/receive messages and comments on the wall, to present a positive image of themselves, join groups with people that have the same interest, to find information on people, for entertainment, find music, to blog

58: To communicate with friends, read/leave messages and comments, find old friends, upload photos, find music, send messages when don't want to talk to people, join groups with people that have the same interests, to network, to find out about events

58: For advertising and to sell things

59: To communicate with people, meet new people, find old friends, find out about events, upload photos and tag friends photos, send/receive messages and comments on

wall, join groups with people that have the same interests, to find information, to enhance others opinion's of yourself, to do research for school classes, for entertainment

6: To connect with friends, upload photos and videos, to find information, can make private so people you don't want to look at it can't, find out about upcoming events/parties, read/receive messages and comments on people's walls, find out information about people, find old friends, meet new people, find music, join groups with people that have the same interests, for entertainment

6: To advertise and sell things

60: To communicate with friends, meet new people, find old friends, read/leave messages and comments on the wall, to contact friends anytime you want like a phone, find out about events, use in place of email, for entertainment, find movies and TV shows

61: To upload photos and tag friends on the photos, to find old friends, organize events/parties, read/receive messages and comments on people's walls, upload videos, join groups with people who share same interests, to communicate with friends

62: To communicate with people, find out about upcoming events/parties, find music, post surveys, upload videos, to give information that represents you, meet new people, put up bulletin boards, find old friends, upload photos

62: Companies use them to advertise and sell things

63: Find music, upload videos, communicate with friends, to network, can set to private

64: To find music, find out about and talk to celebrities, find out about upcoming events/parties, promote shows, upload photos, find information on people, to communicate with people, read/leave messages and comments, find old friends, upload videos

64: To advertise and sell things

65: To find old and current friends, upload photos, meet new people, find information about people, to communicate with friends, join groups with people that have same interest, post upcoming meetings

66: To communicate with friends, join groups with people that have same interests and for class studying purposes, find music, express themselves, find old friends, set up meetings, upload photos

66: Companies use to make money

67: To keep track of people you've met, to communicate with friends, see what people are up to, read/receive messages and comments on people's walls, upload photos and tag friends on photos, find out about upcoming events/parties, meet new people, use instead of email, to network, join groups with people that have the same interests, to enhance opinion of self to others, meet new people, read other people's profiles

67: Prospective employers use to get information on possible employees

68: For entertainment, use in place of email, upload photos, to communicate with friends

69: To communicate with friends, upload photos, write blogs, find old friends, for entertainment

7: Upload photos, to communicate with friends, find old friends, can make your page private for only certain people to see, to network, send/receive message and comments on people's walls, find information out about people, get email telling them there has been an update or message on your page, for entertainment, meet new people, find information on celebrities, read/leave bulletins, upload videos, read/post a blog, post surveys, post events, easy to send out virtual invite to who you want quickly, join groups with people that have the same interest

7: To advertise on

70: To communicate with friends, find old friends, to see what people are doing, upload photos and tag friends on photos, meet new people, to network, upload videos, read/send messages and comments and people's wall, find out about upcoming events, to communicate with other students for homework help, to influence the opinions of others, to enhance others opinion's of themselves

70: To advertise and fund raise

71: To upload music, post their music for others to hear, to communicate with people, find old friends, meet new people, upload pictures and tag other people's pictures, read/leave messages and comments on people's walls, to promote themselves, upload videos, leave anonymous messages to people, use to send quick notes instead of calling them, meet girls, join groups with people that have same interest, for homework

72: To upload music, to post their own music on for others to hear, to communicate with people, to network, to find people, read people's blogs, meet new people, find information on people, to meet girls and guys, find old friends, talk to people who they wouldn't talk to on the phone, read/leave messages and comments on people's walls, for entertainment, to influence the opinions of others, to enhance your own image, upload photos, to upload videos, find information on celebrities, to promote things

73: To communicate and stay in contact with friends, find old friends, find out about upcoming events/parties, find music and different artists, to stay in contact with friends that you don't on a regular basis, information on celebrities, read/send messages and comment on people's walls, upload photos and tag people's photos, can get email notifications of messages to phone to reply to, for entertainment, to enhance opinion of self to others, join groups with people that have same interests, meet people to date

74: To communicate with people, find old friends, meet new people, to network, upload photos and tag friend's photos, read/leave messages and comments on people's walls, find out about upcoming events/parties, meet girls and try to hook up, use to send a message rather than calling them, for entertainment, upload videos, to promote activities, find music, join groups with people that have same interests

74: To advertise and sell things

75: To communicate and keep in touch with people, find old friends, upload photos and tag friends in photos, read/leave messages and comments on people's walls, join groups with people that have same interests, easier than calling people

75: To advertise and sell things

76: To communicate and stay in touch with people, find old friends, find out about and post upcoming events/parties/fund raisers, easier to get a hold of a lot of people than by using a phone, upload photos, as a way to get themselves noticed, establish new relationships, to enhance other people's opinions of you, join groups with people that have same interest, to network

76: Prosecuting D.A. personnel use it to see if people on drinking probation have pictures online of them drinking to send them back to jail

76: Employers go on these sites to search for bad photos of their employees

77: Find music band's sites, to communicate with people, find people with same interests

78: To find videos and music, to communicate with people, find old friends, to network, to find out about upcoming events/parties, talk about homework problems for school, read/leave messages and comments on people's walls, join groups with people that have same interests, upload photos and tag people's photos, to enhance other people's opinions of yourself

79: To communicate and keep in touch with people, upload photos, find old friends, read/leave messages and comments, let people know who they are and what they like and to get to know other people, for entertainment, to blog, find music

8: To communicate with people, find old friends, upload photos and tag friends on photos, join groups with people that have same interests, find out about upcoming events/parties, read/receive messages and comments on people's walls, meet new people, find music and upcoming bands, to enhance image of self and people's opinions of them, to contact many people at one time

8: To advertise and sell things

80: To upload photos and tag friends on photos, to network, to communicate with friends, to find old friends, read/send messages and comments on people's walls, to promote or enhance an image of yourself to others, to influence other people's opinions of themselves, find out about what people are like, join groups with people who have same interests, find out about upcoming events/parties

80: For advertisement and to sell things

9: To upload photos and tag friend's photos, to communicate with people, meet new people with the same interests, find old friends, send/receive messages and comments on people's walls, find out about upcoming events/parties, enhance people's opinions of themselves, find out what friends are doing, join groups with people who have same interests, for entertainment

Themes for what contexts social networking technologies are being used

To communicate (80)

To upload/tag photos (75)

Read/leave messages (64)

To find out about, promote events/parties (58)

To upload videos (32)

Advertise, sell things (29)

To join groups with people that have same interests (54)

Entertainment (27)

To find old friends (60)

To meet new people (45)

To upload music (43)

To get information (32)

More convenient, use in place of email or phone (22)

Enhance view of self to others (37)

As a diary or journal (7)

Employers or police use to look at for information on people (9)

Question 6: Why do/don't users diffuse social networking technology?

Respondent 1: Introduced MySpace to friends because it was easy to use, easy to load photos and so all their friends could stay connected

22: Introduced to friends so they communicate with other people easily

16: Introduced to friends to keep in contact with them, and new people to start communication with when don't want to give them a phone number

18: Introduced to friend as a way to keep in touch, communicate

17: Introduced friends so they could stay connected

10: Introduced boyfriend and brother's girlfriend to it

11: Introduced brother to it so they could communicate more and see updated pictures

20: Introduced to music friends so they could set up accounts to get their music out

24: Don't introduce because believe it is a waste of time and someone could spend 3 hours doing something else, it's like a curse or addiction

13: Introduced roommate to contact family and friends

2: Introduced to friends so they could find people and upload pictures and videos

19: Introduced to sister to communicate with people

12: Would introduce to friends that were separated or located somewhere that couldn't communicate on a constant basis as it is easy to use when don't have a lot of time

12: Introduced brother to it to find friends that he hasn't seen in awhile

21: Would introduce to friends as a good way to communicate with other friends

26: Introduced to friends so they could find other friends

27: Introduced to friends so they could chat with others online and be pioneers with the new technology

29: Introduced sister, cousins, and ex-boyfriend so could communicate with other people

30: Introduced friend, brother, and cousins so they could communicate with each other

32: Introduced to friends to communicate with each other and see each other's photos

33: Introduced to friends

34: Introduced to friends

35: Introduced to friends and cousin so they could communicate with each other

36: Introduced to cousin so he could meet new people when he moved

37: Introduced younger brothers as a way to keep in contact

4: Introduced to friend so they could keep in touch and blog

40: Introduced to friends in India so they could communicate with each other

41: Introduced to friend and uncle to communicate with

43: Introduced to wife and friends to communicate with

44: Introduced to friend so they could contact people who are not able to answer their phone and things like that

45: Introduced to sister and mother

46: Introduced to friend

47: Introduced to friend

48: Introduced to roommate to show how to use it to browse for things and see the uploaded pictures that friends posted

49: Introduced to friend

5: Introduced to friends for networking purposes and to post pictures

50: Introduced to roommate and cousins to communicate with others

51: Introduced to friends as a way to communicate with people

55: Introduced to brother

56: Introduced to family members and friends as a way to keep up to date with each other

57: Introduced to friends so they could communicate with each other, better than email

58: Don't introduce because got too many virus and didn't want friends to get them

59: Introduced to sister as a way to communicate better than by phone

60: Introduced to friend as a way to communicate with others and meet new people

61: Introduced to friends and sisters

64: Introduced to sister and cousins

66: Introduced to cousin so he could communicate with his friends

67: Introduced to people to network, meet people, and keep track of people you meet

7: Introduced to roommate to communicate with other people

70: Introduced to friends to communicate with friends

71: Introduced to friends to show photos and listen to music

74: Introduced to friends to keep in touch with people

76: Introduced to brother, cousin and friend as a way to keep in touch with a lot of people

78: Introduced to friends as a way to communicate and for fun

79: Introduced to friends as a way to keep in touch with them

8: Introduced to friends for entertainment

9: Introduced to friends and cousins so they could see their pictures and communicate with each other

Themes pertaining to why do/don't users diffuse social networking technology

Why do diffuse:

To stay in contact/communicate with friends, family and acquaintances (42)

To upload or see photos/videos (10)

To meet new people (9)

Why don't diffuse:

Doesn't introduce because think it's a waste of time/got too many viruses while using (2)

Appendix F

Qualitative Data Breakdown

Video/Picture Sharing Sites

Question 1: Quotations dealing with why users try video/picture sharing sites?

Respondent 12: Brother introduced YouTube because thought they could relate to the funny videos

19: Friend introduced them to it

23: Brother introduced it

26: Friend introduced it to they could see the videos he had produced for class

15: Friend introduced to show them funny videos

2: Friend introduced them

10: Brother and friends introduced them to YouTube

16: Friends introduced them to it so they could see some funny videos since had same sense of humor

13: Friend introduced through a link on their Facebook page of a funny video

22: Manager of band introduced to show video clips of other bands

25: Friend introduced to show them funny videos of their other friends

20: Tried YouTube when saw a link to in on their MySpace page

21: Friend sent an email with a YouTube video on it, so he checked it out and liked it

11: Found out about YouTube when searching for music bands on Google, site came up

27: Saw links to YouTube on MySpace so decided to try it out of curiosity

29: Friends introduced

3: Brother and friends introduced them to it to see funny video

30: Found out about YouTube through advertisement on MySpace and tried it out

31: Stumbled upon YouTube while online surfing and decided to try it out

33: Heard about YouTube from an email and a news report, so tried it out and liked it

34: Brother introduced YouTube to him to show him music videos

35: Found out about YouTube from an email and from a VH1 episode so tried it

37: Friend introduced football sports videos

38: Friend introduced

39: Friend introduced to show them all the content available on YouTube

4: Friends brother introduced to show him you could find guitar lesson videos online

41: Read about it in the news and friends introduced them to it as well

42: Heard about it through the news and from friends

43: Friend introduced to show them similar interest entertainment avenue

44: Found veoh.com and Stage6 by randomly searching the Internet

44: Found out about YouTube from a TV commercial and from CNN

46: Found out about YouTube from a forum where someone had a video clip

47: Found out about YouTube from the newspaper

48: Found it on a link that a friend had posted

49: Heard about it from the paper and from links to YouTube from websites visited

5: Got a message from a friend through Facebook with a link to YouTube so tried it out

51: Heard about from Time Magazine when it awarded YouTube Invention of the Year

52: Girlfriend introduced

53: Friends introduced to show funny clips

54: Father introduced it

56: Friend introduced to show videos they had common interest in, spinning fire

58: Roommate introduced to show music and funny videos

59: Friend introduced to show a fight video

60: Classmate introduced to show video of fight

61: Friend introduced funny video

64: Friends told him to check out their rap battles on YouTube and website was listed at bottom of rap battle DVD

65: Friends introduced to show him a video they posted

66: Friends introduced to

68: Found out about YouTube from a Chinese animation website that had a link to it

70: Friend introduced them to by sending them a video

71: Found out about YouTube from an advertisement on a website

74: Friend introduced YouTube

75: Boyfriend introduced Pick Video because they could watch videos for free

75: Friends introduced YouTube

77: Coworker introduced YouTube so they could check out sport videos

79: Friend introduced

8: Roommate introduced to show funny videos

80: Friend introduced by showing a video online

9: Friends introduced by showing videos of the TV show Family Guy

Themes dealing with why users try video/picture sharing sites

Hear about through acquaintances (43 responses)

Saw link online or heard about through the news (17)

Question 2: Quotations dealing with why users adopt video/picture sharing sites?

Respondent 1: You can type in almost anything and everything pops up in YouTube

1: YouTube is like a quick reference guide

12: The variety of things that YouTube has

12: Easy to find things on YouTube

19: Easy to use

23: Easy to use

23: Sports highlights seem to be posted on YouTube within an hour of game's end

23: Don't like that you have to log on to see explicit videos and to be able to log in you just have to click that you are 18 years old, but the site doesn't make you prove your age

14: Easy to use YouTube, searching for videos is not hard and self explanatory

26: Likes the fact you can type in whatever and anything you wanted, and you are most likely to get results

26: To feel more connected with what happening around the world

10: Easy to use and search for videos on YouTube

10: You can find anything on YouTube, whether it be the latest videos or the old videos

17: YouTube is user friendly

17: There's no limit of what you can put on YouTube and you can download your own things

16: Feeling that you can find anything on YouTube, if not, then it doesn't exist

13: Easy to use YouTube, very simple

22: YouTube is free to use

22: YouTube is easy to use and you don't have to sign up to use it

20: YouTube is easy to use for the most part

21: Easy to use and don't need a user ID and password to use it

21: Uses YouTube because there is a lot of good stuff on there

18: Easy to use

18: Can download YouTube videos to their cell phones

27: Easy to use and self explanatory on how to download and upload videos

27: Adopt YouTube because it is very popular

28: Easy to use YouTube

29: Easy to use

3: To show others what they are doing like Reality TV, to entertain people

32: Easy to use

33: Pretty basic and easy to use, don't need someone to show you how to use it

35: To get attention for themselves by placing videos of themselves on the Internet

36: Become a member of YouTube to be able to view all the videos they have, since some videos can only be seen by people that officially sign up for YouTube

36: Everything you want to see right now you can see by just typing in into YouTube

37: Use YouTube because there is always new stuff on there, and it keeps your interest

39: Use because there is so much content was on YouTube for things that were of interest

40: Easy to find videos

43: Likes the fact there is new content all the time

43: Easy to use, it's like the site kind of understands what you want to be doing after one time giving you more suggestions similar to what you're doing

45: Uses because of the amount of random stuff on it, can find anything easily

45: To upload content to get feedback from other people on how they dance

47: Use YouTube because it has high speed upload so it's very fast

47: To upload family videos and share them easily with family and friends

48: Create a user account to upload videos

48: Can link videos off of Facebook

49: East to use

49: Loves idea that people can post any kind of video and can watch any video at anytime

49: Post videos made in class to get feedback from others

5: Become a member so can post comments on other's people videos

51: Don't have to have an account to watch videos

51: Convenience that comes with YouTube and it is easy to upload

51: Believes that YouTube is trustworthy

51: Have to have an account to watch inappropriate material

52: Going on YouTube makes you more informed on your daily life, good and bad

52: YouTube has better access to anything that you want to see

52: YouTube is free

53: Easy to use

54: Free to use

54: YouTube has easy access and it gives you all the information it has, almost anything you want to entertain yourself can be found there, it's all inclusive

55: Get an account to watch music videos, explicit material and violence that are for people over the age of eighteen

56: Would get an account so could upload videos, wedding, home and party videos

56: Enjoy because there is always something new to see every time go on site

58: Easy to upload

58: Can send links through MySpace and Facebook

59: If log on can find all the videos available on YouTube for entertainment purposes

60: Like the fact you can watch what you want when you want

60: More available on YouTube then TV since you can watch TV shows and movies

62: To forward and receive interesting videos from friends

63: Can find anything on YouTube, can upload anything as there are no restrictions

63: Signed up for YouTube because it allows a person to be more involved because you can watch all the movies downloaded on YouTube such as violence and fights

63: Uses YouTube because it is not restricted, anyone can upload videos

- 64: Easy to use
- 66: Become a member because some things you have to have an account to view
- 66: YouTube is a good resource for gathering information and for learning things
- 68: YouTube is very powerful and very easy to use
- 73: Easy to send YouTube through instant messenger by just pressing a button
- 75: Use Pick Video because they could watch videos for free
- 76: Become a YouTube member to be able to view all the videos in their inventory
- 77: Adopt YouTube because the selection is pretty cool and one can get a video of anything, whatever one wants, whenever one wants
- 77: Adopt YouTube because the videos are real, raw, and authentic and are not censored, marketed, or mediated like TV
- 77: Adopt YouTube because reputation wise it is on the cutting edge and is perpetually expanding
- 78: Easy to navigate site
- 78: Sign up so can see videos that are on member's only status
- 79: Easy to navigate
- 79: The fact that there are thousands of videos put on there everyday, and new interest that people have in the video
- 8: YouTube is the easiest to use, has the largest selection, and it's made to support videos
- 9: The ability to upload videos

Themes dealing with why users adopt video/picture sharing sites

- Easy to use and navigate through (35)
- A large variety of videos (28)
- As member can upload videos and see entire video inventory (19)
- Cost to do is free (5)

Question 3: Quotations dealing with why users use video/picture sharing sites?

Respondent 1: Use YouTube to find instructional videos dealing with technology

1: People can pay for YouTube to get into certain videos of naughty things and really graphic material

1: Most items on YouTube are free and for anyone to look at

12: Forward videos to their friends

12: To find funny videos on YouTube

19: To look for funny videos, information on student functions, news, politics and TV shows

19: Watch music videos from Yahoo Music and movies

23: Use YouTube to find football highlights, comedy, rapper videos, and fights

23: To upload YouTube videos to their MySpace account

23: Watch music videos on YouTube that wouldn't be put on mainstream

14: Use YouTube to check on music artists, look at videos, download videos to their page, and read and respond to comments that other people leave on their videos that they downloaded

14: Download videos on media pup pow and V share to watch porn

26: To watch videos to get updated on celebrities, music videos, comedy, and random TV shows, and to keep updated with what's going on in the war and news

26: Forward funny content to friends for their enjoyment

26: Can post YouTube videos on Facebook

26: To feel more connected with what's happening around the world

15: To watch funny videos

15: Use TMZ to watch music artist videos that are blocked on YouTube for copyright infringement

2: Use YouTube to watch funny videos, look up video game information

2: To send and receive funny videos from friends

10: For entertainment purposes, watch funny videos, comedy, music videos, celebrity information, and sports

10: To leave comments and opinions on videos posted on YouTube

10: Teacher use YouTube to give lectures for classes

10: Watch instructional videos on how to play musical instruments

17: To find funny videos, fights, music videos, TV shows from TVLinks

16: To find funny videos, TV shows, music videos

16: Friends upload their band's concert footage on YouTube for others to see

16: Friends upload funny skits of themselves

13: Use YouTube to find celebrity information, learn how to do dance moves from instructional videos, music videos, funny videos, sex tapes of famous people, news

13: Leave comments for people about their videos

13: Use Google videos to find music videos

22: To post YouTube videos on MySpace page

22: To watch comedy and music videos, TV shows

25: Use YouTube to see funny videos

25: Professors use YouTube videos for class

20: Use YouTube to look for videos of rap battles, music videos, basketball and football highlights

21: To view funny videos and see comedian performances

21: Friends upload their own music and comedy videos

18: To look for music videos, funny videos, live concert videos

18: Something can happen and will be online the next day

11: Look for funny videos, music band videos, instructional videos on how to throat sing

11: To post YouTube videos on MySpace accounts for others to see

11: Uses Photobucket to download and convert pictures into code to put on MySpace

27: Ability to upload funny videos of friends online for others to see

27: Enjoy commenting on people's homemade videos of their bands

28: To look for music videos and Spanish music videos

29: To look for music videos, Spanish music videos, and funny videos

29: To post videos for friends to see

3: To look for news, find funny videos, music videos

3: To post videos of what people are doing, like reality TV, to entertain other people

30: To find TV shows and comedy

31: To look for music, concert and funny videos

31: Friends uploaded videos blogs on their daily lives

32: To embed videos from YouTube on their Facebook accounts

32: To look up funny videos

32: To load personal videos for friends to see

33: To look up sports highlights, concert clips, music videos, and funny videos

38: To look up dancing videos for choreography purposes

38: Use DailyMotion to watch TV shows from

38: Ability to post videos on Facebook for others to see

38: To find funny videos, TV shows, and information on how to do dance steps

38: To read comments of people's opinions on different videos

35: To look up animal attacks and funny videos

35: Tape themselves to place on the Internet for attention

36: To watch rap freestyle battles, funny videos and find celebrity information

36: To find videos showing the news, funny videos, and fights

36: YouTube is a good way to gather information

37: Use YouTube because it is a good way to get information out pretty fast

37: To look for sport videos, music videos, funny videos

37: To forward entertaining videos to friends

39: To watch TV shows, music videos, movies

39: Can send videos to others through email or instant messenger

4: To find guitar lesson videos, TV shows, funny videos, and videos of guitarists

40: To find movie trailers, songs, TV shows, information on celebrities, funny videos, and cultural information

40: To forward comedy videos to friends

40: Ability to comment on other's videos

40: To see movies online at bwcinnema.com

41: Use Dailymotion to watch TV shows

41: To watch music videos

42: Post videos online for fun

42: To watch music videos, movies, Chinese music, technology information videos on cell phones, information video on how to break dance

42: Use watchtvsitcoms.com to watch movies

43: For entertainment purposes, to watch funny videos, videos of animals, TV shows, news, and upload home videos on

43: To forward funny videos to friends

44: Use veoh.com and Stage6 for entertainment purposes and to watch cartoons and to find information for school projects

44: Use YouTube to watch funny stuff, native Hindi movies, and animated cartoons

44: To send funny videos to friends

45: Use Photobucket and Slide.com to share pictures online with friends

45: Use YouTube to watch movie clips, dancing videos, music and funny videos

45: To upload content to get feedback from other people on how they dance

45: To forward and receive funny videos from friends

46: To put video clips on their personal websites

46: To find information on news, politics, and get music and sports videos

47: To upload family videos and share them easily with family and friends

47: To find comedy videos and information on schools

47: Producers in China can make money off of these sites depending on how many people click on the links

48: Use Hi5 and Webshots for video picture sharing to make photo albums that people can see

48: Uses YouTube to find music videos, funny stuff and break dance videos

48: To forward videos to others

48: To post videos on facebook

49: To watch TV shows, movie trailers, funny stuff, and information on politics

49: Forward videos to friends to show them funny videos

49: Use YouTube for school classes to post videos made in class

49: Post videos made in class to get feedback from others

5: To find videos on fights, funny videos, rapper performances, and for entertainment

51: Don't have to have an account to watch videos

51: To find videos on hot national topics, news, politics, celebrities, funny stuff, TV shows, to find information for class research, different cultures and cell phone technology

51: To forward and receive videos from friends and to comment back on videos received

52: To find videos of people fighting, TV shows, comedian performances, news

52: To forward videos to others to see

52: Going on YouTube makes you more informed on your daily life

53: To find TV shows, music videos, news, home videos, funny videos, and cultural information and music

53: Teachers use YouTube in class to show videos for educational purposes

53: Can send links to videos by email and instant messenger

53: Ability to send videos to other people and comment on videos for others to read

53: YouTube offers a visual type of reference when trying to get a message across

54: To find sports, news, and funny videos

54: To send and receive videos to friends

54: To upload funny videos for others to see and comment on other's videos

55: To watch videos on sports, music, break dancing, movie trailers, science experiments

56: To find videos on spinning techniques, contortionists, different art techniques

56: Use iFilm to find script movies and music videos

56: To send and receive videos to friends and comment on other people's videos

58: To find music and funny videos and fights

58: To post videos of themselves and their friends doing funny stuff

58: Can send links through MySpace and Facebook

60: To look up videos on fights, wrestling matches, sports, news

61: To find music and funny videos and political videos

61: To forward and receive funny videos and environmental videos from friends

62: To watch videos of music press conferences, interviews, sports, news, TV shows, cartoons, and comedy

62: Link videos to MySpace accounts

62: To forward and receive interesting videos from friends

62: Can learn about people by looking at the type of videos they post on their websites

63: To watch videos of music, funny things, fights, and violent things

63: Can find anything on YouTube, can upload anything as there are no restrictions

63: Professors use YouTube for class

63: YouTube used as a learning tool to gain information

64: To watch rap videos, music clips, freestyle battles, and funny clips on YouTube

64: To watch videos on BET on Blast, because it is more explicit than YouTube

65: To watch sports videos, and "stuff that can not happen in real life" videos (transformers)

65: To forward and receive videos to other people, can also do this from MSN

65: To post videos that were made

66: To watch sports highlights, history documentaries, songs, music videos, funny stuff, and entertainment

66: To find information for class projects

66: Become a member to view inappropriate and violent videos

66: Can use Facebook to download and send YouTube videos

66: Find information for learning purposes

67: To find funny videos, documentaries, comedies, politics, entertainment

67: Use Google videos to watch full length movies and videos

67: To forward and retrieve videos from friends

67: To post things about people's lives and record video diaries to influence others

68: To look for animation videos

70: To find videos for entertainment purposes, funny stuff, choreography, educational, and oral arguments

70: Can link YouTube videos through Facebook and email to friends

71: To load videos from performances for others to see

71: To watch music videos and movie clips

73: To watch videos on the news, music, politics, funny stuff, and for entertainment

73: Easy to send YouTube through instant messenger by just pressing a button

74: To watch rapper videos and concert videos, freestyle battles

74: To post YouTube videos on their MySpace accounts

75: To watch videos that include readings of the Koran, news, music videos, funny clips

75: Good way for people to culturally connect by watching videos on YouTube

75: Can get further exposure to spiritual paths and stuff

75: YouTube videos can start discussions and people can comment back and forth

76: To watch videos of funny stuff, porn, comedy, music, sports highlights

76: Become a YouTube member to be able to view all the videos in their inventory

76: Use to upload videos for other to see

77: To watch videos of sports, music, drummers, and for educational clinics, comedy, information on place where want to travel, and documentaries

77: Forward and receive videos to friends

77: Use YouTube because the videos are real, raw, and authentic and are not censored, marketed, or mediated like TV

77: Use YouTube because it is perpetually expanding

77: To spur conversations by watching YouTube videos and find commonality

77: Professors use YouTube videos for class

78: Use Ezrius, a torrent finder, to watch full movies

78: Use YouTube for stand up comedian videos, news videos, funny videos, videos to find cultural informational

78: Use to have fun and relate with another funny thing and is a pastime for students

79: To watch videos on music, single track mountain bike riding, naked women

79: The ability to make comments to other people on their videos

79: The ability to send YouTube videos to others by email or MySpace

79: Use sites other than YouTube like beastube for pornography

8: To watch funny videos and music videos

8: To upload your own videos to show others and post them in MySpace

80: To watch videos on the news, comedy, and music

9: To watch videos of TV shows, protests, funny stuff, and music

9: To upload videos

Themes dealing with why users use video/picture sharing sites

To watch a variety of videos for entertainment purposes (71)

Obtain information (44)

To upload videos (25)

To forward videos to others (21)

For instructional or class purposes (17)

To communicate/comment with others (23)

To link videos to MySpace/Facebook accounts (16)

To share pictures (3)

Question 4: What is the frequency of video/picture sharing sites usage?

Respondent 19: Ten times or more a month for YouTube, Yahoo and music videos

23: During class and at night when bored

14: Once or twice a day visit YouTube

26: Once a day visits YouTube

10: Everyday, in the afternoons and on weekends when have spare time

17: Everyday visit YouTube

13: Everyday from 15 minutes to an hour and a half

20: Once a week

11: A couple hours a week on video picture sharing sites like Photobucket

31: Three to four times a day

38: Every other week

39: Everyday, afternoons and nights

43: Four times a week for YouTube
43: Forward YouTube videos once to twice a week
46: Several times a week
48: Couple times a week for YouTube
48: Once a week for Hi5
49: Once a day for YouTube
51: One day per week
52: Couple times per week
54: Two to three times per week from like 15-20 minutes each time
56: Three times a week for 30-45 minutes
58: Everyday from 15 minutes to hours
60: Every day
62: Couple days a week
63: Everyday
66: Four to five hours a day
67: Every couple days
70: Everyday
73: Ten hours a week
77: Everyday
80: Everyday
9: Three or four times a day

Average of five to seven times a week (17)

Average of three to four times a week (8)

Average of twice a week or less (6)

Themes to the frequency of video/picture sharing sites usage

Average of five to seven times a week for watching videos

Average of once to twice a week for uploading video purposes

Average of once to twice a week for video picture sharing

Question 5: In what contexts are video/picture sharing sites being used?

Respondent 1: Use YouTube to find instructional videos dealing with technology

1: People can pay for YouTube to get into certain videos of naughty things and really graphic material

1: Most items on YouTube are free and for anyone to look at

12: Forward videos to their friends

12: To find funny videos on YouTube

19: To look for funny videos, information on student functions, news, politics and TV shows

19: Watch music videos from Yahoo Music and movies

23: Use YouTube to find football highlights, comedy, rapper videos, and fights

23: To upload YouTube videos to their MySpace account

23: Watch music videos on YouTube that wouldn't be put on mainstream

14: Use YouTube to check on music artists, look at videos, download videos to their page, and read and respond to comments that other people leave on their videos that they downloaded

14: Download videos on media pop and V share to watch porn

26: To watch videos to get updated on celebrities, music videos, comedy, and random TV shows, and to keep updated with what's going on in the war and news

26: Forward funny content to friends for their enjoyment

26: Can post YouTube videos on Facebook

26: To feel more connected with what's happening around the world

15: To watch funny videos

15: Use TMZ to watch music artist videos that are blocked on YouTube for copyright infringement

2: Use YouTube to watch funny videos, look up video game information

2: To send and receive funny videos from friends

10: For entertainment purposes, watch funny videos, comedy, music videos, celebrity information, and sports

10: To leave comments and opinions on videos posted on YouTube

10: Teacher use YouTube to give lectures for classes

10: Watch instructional videos on how to play musical instruments

17: To find funny videos, fights, music videos, TV shows from TVLinks

16: To find funny videos, TV shows, music videos

16: Friends upload their band's concert footage on YouTube for others to see

16: Friends upload funny skits of themselves

13: Use YouTube to find celebrity information, learn how to do dance moves from instructional videos, music videos, funny videos, sex tapes of famous people, news

13: Leave comments for people about their videos

13: Use Google videos to find music videos

22: To post YouTube videos on MySpace page

22: To watch comedy and music videos, TV shows

25: Use YouTube to see funny videos

25: Professors use YouTube videos for class

20: Use YouTube to look for videos of rap battles, music videos, basketball and football highlights

21: To view funny videos and see comedian performances

21: Friends upload their own music and comedy videos

18: To look for music videos, funny videos, live concert videos

18: Something can happen and will be online the next day

11: Look for funny videos, music band videos, instructional videos on how to throat sing

11: To post YouTube videos on MySpace accounts for others to see

11: Uses Photobucket to download and convert pictures into code to put on MySpace

27: Ability to upload funny videos of friends online for others to see

27: Enjoy commenting on people's homemade videos of their bands

28: To look for music videos and Spanish music videos

29: To look for music videos, Spanish music videos, and funny videos

29: To post videos for friends to see

3: To look for news, find funny videos, music videos

3: To post videos of what people are doing, like reality TV, to entertain other people

30: To find TV shows and comedy

31: To look for music, concert and funny videos

31: Friends uploaded videos blogs on their daily lives

32: To embed videos from YouTube on their Facebook accounts

32: To look up funny videos

32: To load personal videos for friends to see

33: To look up sports highlights, concert clips, music videos, and funny videos

38: To look up dancing videos for choreography purposes

38: Use DailyMotion to watch TV shows from

38: Ability to post videos on Facebook for others to see

35: To look up animal attacks and funny videos

35: Tape themselves to place on the Internet for attention

36: To watch rap freestyle battles, funny videos and find celebrity information

36: To find videos showing the news, funny videos, and fights

36: YouTube is a good way to gather information

37: Use YouTube because it is a good way to get information out pretty fast

37: To look for sport videos, music videos, funny videos

37: To forward entertaining videos to friends

38: To find funny videos, TV shows, and information on how to do dance steps

38: To read comments of people's opinions on different videos

39: To watch TV shows, music videos, movies

39: Can send videos to others through email or instant messenger

4: To find guitar lesson videos, TV shows, funny videos, and videos of guitarists

40: To find movie trailers, songs, TV shows, information on celebrities, funny videos, and cultural information

40: To forward comedy videos to friends

40: Ability to comment on other's videos

40: To see movies online at bwcinema.com

41: Use Dailymotion to watch TV shows

41: To watch music videos

42: Post videos online for fun

42: To watch music videos, movies, Chinese music, technology information videos on cell phones, information video on how to break dance

42: Use watchtvsitcoms.com to watch movies

43: For entertainment purposes, to watch funny videos, videos of animals, TV shows, news, and upload home videos on

43: To forward funny videos to friends

44: Use veoh.com and Stage6 for entertainment purposes and to watch cartoons and to find information for school projects

44: Use YouTube to watch funny stuff, native Hindi movies, and animated cartoons

44: To send funny videos to friends

45: Use Photobucket and Slide.com to share pictures online with friends

45: Use YouTube to watch movie clips, dancing videos, music and funny videos

45: To upload content to get feedback from other people on how they dance

45: To forward and receive funny videos from friends

46: To put video clips on their personal websites

46: To find information on news, politics, and get music and sports videos

47: To upload family videos and share them easily with family and friends

47: To find comedy videos and information on schools

47: Producers in China can make money off of these sites depending on how many people click on the links

48: Use Hi5 and Webshots for video picture sharing to make photo albums that people can see

48: Uses YouTube to find music videos, funny stuff and break dance videos

48: To forward videos to others

48: To post videos on facebook

49: To watch TV shows, movie trailers, funny stuff, and information on politics

49: Forward videos to friends to show them funny videos

49: Use YouTube for school classes to post videos made in class

49: Post videos made in class to get feedback from others

5: To find videos on fights, funny videos, rapper performances, and for entertainment

51: Don't have to have an account to watch videos

51: To find videos on hot national topics, news, politics, celebrities, funny stuff, TV shows, to find information for class research, different cultures and cell phone technology

51: To forward and receive videos from friends and to comment back on videos received

52: To find videos of people fighting, TV shows, comedian performances, news

52: To forward videos to others to see

52: Going on YouTube makes you more informed on your daily life

53: To find TV shows, music videos, news, home videos, funny videos, and cultural information and music

53: Teachers use YouTube in class to show videos for educational purposes

53: Can send links to videos by email and instant messenger

53: Ability to send videos to other people and comment on videos for others to read

53: YouTube offers a visual type of reference when trying to get a message across

54: To find sports, news, and funny videos

54: To send and receive videos to friends

54: To upload funny videos for others to see and comment on other's videos

55: To watch videos on sports, music, break dancing, movie trailers, science experiments

56: To find videos on spinning techniques, contortionists, different art techniques

56: Use iFilm to find script movies and music videos

56: To send and receive videos to friends and comment on other people's videos

58: To find music and funny videos and fights

58: To post videos of themselves and their friends doing funny stuff

58: Can send links through MySpace and Facebook

60: To look up videos on fights, wrestling matches, sports, news

61: To find music and funny videos and political videos

61: To forward and receive funny videos and environmental videos from friends

62: To watch videos of music press conferences, interviews, sports, news, TV shows, cartoons, and comedy

62: Link videos to MySpace accounts

62: To forward and receive interesting videos from friends

62: Can learn about people by looking at the type of videos they post on their websites

63: To watch videos of music, funny things, fights, and violent things

63: Can find anything on YouTube, can upload anything as there are no restrictions

63: Professors use YouTube for class

63: YouTube used as a learning tool to gain information

64: To watch rap videos, music clips, freestyle battles, and funny clips on YouTube

64: To watch videos on BET on Blast, because it is more explicit than YouTube

65: To watch sports videos, and “stuff that can not happen in real life” videos (transformers)

65: To forward and receive videos to other people, can also do this from MSN

65: To post videos that were made

66: To watch sports highlights, history documentaries, songs, music videos, funny stuff, and entertainment

66: To find information for class projects

66: Become a member to view inappropriate and violent videos

66: Can use Facebook to download and send YouTube videos

66: Find information for learning purposes

67: To find funny videos, documentaries, comedies, politics, entertainment

67: Use Google videos to watch full length movies and videos

67: To forward and retrieve videos from friends

67: To post things about people’s lives and record video diaries to influence others

68: To look for animation videos

70: To find videos for entertainment purposes, funny stuff, choreography, educational, and oral arguments

70: Can link YouTube videos through Facebook and email to friends

71: To load videos from performances for others to see

71: To watch music videos and movie clips

73: To watch videos on the news, music, politics, funny stuff, and for entertainment

73: Easy to send YouTube through instant messenger by just pressing a button

74: To watch rapper videos and concert videos, freestyle battles

74: To post YouTube videos on their MySpace accounts

75: To watch videos that include readings of the Koran, news, music videos, funny clips

75: Good way for people to culturally connect by watching videos on YouTube

75: Can get further exposure to spiritual paths and stuff

75: YouTube videos can start discussions and people can comment back and forth

76: To watch videos of funny stuff, porn, comedy, music, sports highlights

76: Become a YouTube member to be able to view all the videos in their inventory

76: Use to upload videos for other to see

77: To watch videos of sports, music, drummers, and for educational clinics, comedy, information on place where want to travel, and documentaries

77: Forward and receive videos to friends

77: Use YouTube because the videos are real, raw, and authentic and are not censored, marketed, or mediated like TV

77: Use YouTube because it is perpetually expanding

77: To spur conversations by watching YouTube videos and find commonality

77: Professors use YouTube videos for class

78: Use Ezrius, a torrent finder, to watch full movies

78: Use YouTube for stand up comedian videos, news videos, funny videos, videos to find cultural informational

78: Use to have fun and relate with another funny thing and is a pastime for students

79: To watch videos on music, single track mountain bike riding, naked women

79: The ability to make comments to other people on their videos

79: The ability to send YouTube videos to others by email or MySpace

79: Use sites other than YouTube like beastube for pornography

8: To watch funny videos and music videos

8: To upload your own videos to show others and post them in MySpace

80: To watch videos on the news, comedy, and music

9: To watch videos of TV shows, protests, funny stuff, and music

9: To upload videos

Themes for what contexts video/picture sharing sites are being used

To watch a variety of videos for entertainment purposes (71)

Obtain information (44)

To upload videos (25)

To forward videos to others (21)

For instructional or class purposes (17)

To communicate/comment with others (23)

To link videos to MySpace/Facebook accounts (16)

To share pictures (3)

Question 6: Why do/don't users diffuse video/picture sharing sites?

Respondent 1: Doesn't introduce because feels that everyone knows about YouTube, it's everywhere

19: Introduced YouTube to friends to show them funny videos

23: Introduced YouTube to friends to show videos of sports and same interests

14: Doesn't introduce because everybody they know already knew about YouTube

2: To show friends funny videos

10: Introduced to brother so he could also watch instructional videos on how to play musical instruments

17: Introduced to friends to show them funny videos

16: Introduced to friends to show them funny videos

13: Introduced to roommate and co-workers to show them funny videos

22: Introduced to friend to show them funny videos

20: Introduced to mother and friends to show them sports and funny videos

21: Introduced to secretaries at work to show them funny videos

11: Introduced to friend because had same interest in music to show him videos

28: Introduced to friends so they could find movies to write a class paper on

31: Introduced to friends to show them funny videos

37: Introduced to girlfriend so she would get a good laugh

42: Introduced to people to tell them they could watch new movies online

45: Introduced to mother and sister to show them old 80's videos

48: Introduced to roommate to show him stunt action videos

49: Introduced to friend to show videos on mutual interests and funny stuff

51: Introduced to father and mother to show them videos

53: Introduced to mother and friends to show funny videos

56: Introduced to mother

58: Introduced to brother to look up music videos and car show videos

61: Introduced to sister and friends to show where they could get a lot of music and funny clips

62: Introduced to friends so they could see all the things available on YouTube

63: Introduced to family members

64: Introduced to sister

68: Introduced to friend to show them how powerful and fast YouTube is to watch videos

74: Introduced to friends to show them rap videos they had seen

75: Introduced to sister and friends showing them how they could watch the same religious videos

79: People influence others to watch the same YouTube videos to socially connect with one another

8: Introduced to brother and sister to show them funny videos

Themes for why do/don't users diffuse video/picture sharing sites

Why do diffuse:

Same mutual interests (6)

For entertainment purposes (26)

Why don't diffuse:

Doesn't introduce because feel everyone already knows about YouTube (2)

Appendix G
Qualitative Data Breakdown

Blogs

Question 1: Quotations dealing with why users try blogs?

Respondent 12: Class required student to make a blog to discussion opinions

21: Co-worker showed to get information on job

26: Found a link through a search engine and decided to try it out

30: Stepsister introduced and thought they would like it to keep family updated

32: Found it on the Internet because wanted a way to keep family and friends informed on they have been up to

34: Friend introduced so they had a way to communicate and keep up to date with each other

40: Company tells potential customers to read them to find information on their products

41: Friend introduced it to them

42: Friend introduced it to them

46: Friend introduced to keep other friends updated on what they are doing

47: Saw other people doing it and thought it was neat

48: To find out what friends are doing

50: Required for class to discuss projects

50: Her friend Abby introduced her so they could keep in contact with each other

54: Required for class to discuss books and class topics

65: Friends introduced them to it

66: Found out about it during class orientation and decided to try it out

67: Thought they were interesting so searched for them on their own

68: Friend introduced

70: Saw someone at school using it so wanted to try it for themselves

77: Read an online article that had a blog link on it, so tried it out and enjoyed it, so keep reading blogs

Themes dealing with why users try blogs

Hear about through acquaintances (12 responses)

Educational Purposes (5)

Saw link online and thought it would be nice to try (4)

Question 2: Quotations dealing with why users adopt blogs?

Respondent 29: Free to do

32: Because it is free to do

41: Easy to use

41: Free to do

42: They are easy and convenient

46: Free to use

46: Saves time when keeping up to date on what friends are doing

47: See it as a fast and easy way to update people

67: Because can blog whenever time permits

67: Can get news whenever have time and don't have to be sitting in front of a TV to get the news at a certain time

68: It is free to do

69: Easy to set up and do

7: Free to do

75: Easy to do through Google

77: Enjoys the fact that blogs are raw and unadulterated

Themes dealing with why users adopt blogs

Cost to do is free (6)

Easy and convenient to use (6)

Saves time updating acquaintances (3)

Question 3: Quotations dealing with why users use blogs?

Respondent 24: To listen to music from mixtapemafia@blogspot.com

24: To let people know their personal information

24: To give opinions

11: To leave a diary of the person's life for people to read

11: For comedic purposes

11: To find out about bands and their tours

12: For class discussions

12: To communicate and get information

2: Read people's information

21: To get information on jobs and general interest

26: To read celebrity gossip on pinkisthenewblog.com

26: For comedy, entertainment, and general interest reasons

26: To listen to music

13: To have a diary online about their life changing events for others to read

13: To communicate with others

13: Meet people with the same interests

18: To communicate with friends

18: To find information on celebrities

18: Write a journal of life's events, when had surgery

29: To post pictures for others to see

29: To have a journal of their daily life for family and friends to read

29: To communicate with family and friends

30: To post a journal of what they are doing in their everyday life

32: To keep a journal for family and friends to read at Overblog

32: To read the news and find economic information

34: To have a journal of experiences and pictures for family and friends to read

35: Find out information about friends and celebrities

39: To find out information on technology

40: To find information on sports, news, and technology

40: To find information on product reviews

40: For discussion purposes and give opinions

41: To keep family updated on what their doing and to post pictures on MSN and Overblog through a journal

41: To watch TV shows and movies that people post

42: To find information on news and sports

42: Get to know friends

42: To find information on how to fix computers

42: To share information with others

46: Want to see what friends are doing

46: To share information with others through a journal of their activities

46: To listen to music

46: To find information on news, stockmarket and celebrities

47: To see what friends are up to and exchange information with them

47: Share opinions

47: Share pictures

47: To post a journal of their feelings each day

47: For entertainment purposes

48: To find information on politics

48: To share opinions

48: For entertainment

48: To find out what friends are doing

49: To find information on politics

49: To share videos with others

50: Required for class to discuss projects

50: To see what friends are doing and stay connected with them since they attend different schools

50: To keep a journal of what events they do and to post their photos on

50: For communication purposes

51: To find out what is going on in other countries

51: To get updates on phone technology and read people's opinions on them

51: Find opinions on different cars

52: To communicate with others

52: Use to express themselves and discuss opinions

52: Use as a journal

52: To find information on sports and political issues

54: Use for class to discuss books and class topics

54: To find out what friends are doing

54: To find information on sports

56: For entertainment purposes

56: For networking purposes

56: To find information on local news

58: To find information on music

6: Use as a diary of self and what they have done

60: To find information on sports

63: Use for class to discuss assignments

63: Use as a journal for others to read

63: To write about interests and express opinions with others

65: To find information on news and universities

65: To express opinions with others

65: For comedy purposes

65: To find out what friends are doing and keep up with their lives

65: To leave a journal of what they are doing in their daily life for others to read

66: To find out information on the news, sports and for entertainment purposes

66: To communicate with friends and other people

66: To express opinions

66: To find out about other cultures and what is going on around the world

67: For class research

67: To read different people's opinions

67: For information on news current events and politics

68: To research information on schools

68: To communicate with others and find out what they are doing and feeling

68: To find information about people's travel experiences

68: To find out people's opinions

68: To communicate with people from around the world

68: To find information on celebrities and video games

69: To find out about friends travel experiences and upcoming parties

69: To give opinions and read other's opinions

69: To leave a journal of what they do

69: To communicate with others

69: To find information on national news and what is going on around the world

69: For homework research

7: To post a diary of what they are doing for their friends and to post pictures

7: To find information on celebrities

70: Use for class

74: To find out what friends are doing

75: Use as a diary

75: Use to read people's opinions

75: To find out what friends are doing

75: To find information on politics and religion

76: To find information on sports

76: To find information on different places around the world

76: To read people's opinions

77: To find information on news and sports

77: To read people's opinions

77: To find information on world traveling

77: To post pictures for others to see

78: To read comedy information

- 78: To get information on music, bands, and news
- 78: To read people's feelings on things
- 79: To find information on friend's experiences
- 79: To post personally written short stories for others to read
- 80: Friend posts a journal of their daily life for friends to read
- 9: For entertainment purposes

Themes dealing with why users use blogs

- Entertainment purposes (23)
- Obtain information (36)
- Read and give opinions (16)
- Leave a journal or diary for others to read (19)
- For class purposes (7)
- To communicate with others (24)

Question 4: What is the frequency of blog usage?

- Respondent 26: Once a day
- 29: Weekly
- 34: Twice a week
- 35: Twice a month
- 39: Twice a day
- 41: Once a week
- 42: Once to twice a week

46: Two to three times a month

47: Several times a week

56: Once to twice a week

65: Three times a week

67: Weekly

69: Every three weeks

7: Once to twice a week

Average of three or more times a week (4)

Average of one to two times a week (7)

Average of less than once a week (3)

Themes for the frequency of blog usage

Average of three to four times a week for information gathering purposes

Average of two to three times a week for communication purposes

Average of once to twice a week for entertainment purposes

Average of once to twice a week for educational purposes

Question 5: In what contexts are blogs being used?

Respondent 24: To listen to music from mixtapemafia@blogspot.com

24: To let people know their personal information

24: To give opinions

11: To leave a diary of the person's life for people to read

11: For comedic purposes

11: To find out about bands and their tours

12: For class discussions

12: To communicate and get information

2: Read people's information

21: To get information on jobs and general interest

26: To read celebrity gossip on pinkisthenewblog.com

26: For comedy, entertainment, and general interest reasons

26: To listen to music

13: To have a diary online about their life changing events for others to read

13: To communicate with others

13: Meet people with the same interests

18: To communicate with friends

18: To find information on celebrities

18: Write a journal of life's events, when had surgery

29: To post pictures for others to see

29: To have a journal of their daily life for family and friends to read

29: To communicate with family and friends

30: To post a journal of what they are doing in their everyday life

32: To keep a journal for family and friends to read at Overblog

32: To read the news and find economic information

34: To have a journal of experiences and pictures for family and friends to read

35: Find out information about friends and celebrities

39: To find out information on technology

40: To find information on sports, news, and technology

40: To find information on product reviews

40: For discussion purposes and give opinions

41: To keep family updated on what their doing and to post pictures on MSN and Overblog through a journal

41: To watch TV shows and movies that people post

42: To find information on news and sports

42: Get to know friends

42: To find information on how to fix computers

42: To share information with others

46: Want to see what friends are doing

46: To share information with others through a journal of their activities

46: To listen to music

46: To find information on news, stockmarket and celebrities

47: To see what friends are up to and exchange information with them

47: Share opinions

47: Share pictures

47: To post a journal of their feelings each day

47: For entertainment purposes

48: To find information on politics

48: To share opinions

48: For entertainment

48: To find out what friends are doing

49: To find information on politics

49: To share videos with others

50: Required for class to discuss projects

50: To see what friends are doing and stay connected with them since they attend different schools

50: To keep a journal of what events they do and to post their photos on

50: For communication purposes

51: To find out what is going on in other countries

51: To get updates on phone technology and read people's opinions on them

51: Find opinions on different cars

52: To communicate with others

52: Use to express themselves and discuss opinions

52: Use as a journal

52: To find information on sports and political issues

54: Use for class to discuss books and class topics

54: To find out what friends are doing

54: To find information on sports

56: For entertainment purposes

56: For networking purposes

56: To find information on local news

58: To find information on music

6: Use as a diary of self and what they have done

60: To find information on sports

63: Use for class to discuss assignments

63: Use as a journal for others to read

63: To write about interests and express opinions with others

65: To find information on news and universities

65: To express opinions with others

65: For comedy purposes

65: To find out what friends are doing and keep up with their lives

65: To leave a journal of what they are doing in their daily life for others to read

66: To find out information on the news, sports and for entertainment purposes

66: To communicate with friends and other people

66: To express opinions

66: To find out about other cultures and what is going on around the world

67: For class research

67: To read different people's opinions

67: For information on news current events and politics

68: To research information on schools

68: To communicate with others and find out what they are doing and feeling

68: To find information about people's travel experiences

68: To find out people's opinions

68: To communicate with people from around the world

68: To find information on celebrities and video games

69: To find out about friends travel experiences and upcoming parties

69: To give opinions and read other's opinions

69: To leave a journal of what they do

69: To communicate with others

69: To find information on national news and what is going on around the world

69: For homework research

7: To post a diary of what they are doing for their friends and to post pictures

7: To find information on celebrities

70: Use for class

74: To find out what friends are doing

75: Use as a diary

75: Use to read people's opinions

75: To find out what friends are doing

75: To find information on politics and religion

76: To find information on sports

76: To find information on different places around the world

76: To read people's opinions

77: To find information on news and sports

77: To read people's opinions

77: To find information on world traveling

77: To post pictures for others to see

78: To read comedy information

78: To get information on music, bands, and news

78: To read people's feelings on things

79: To find information on friend's experiences

79: To post personally written short stories for others to read

80: Friend posts a journal of their daily life for friends to read

9: For entertainment purposes

Themes for what contexts blogs are being used

Entertainment purposes (23)

Obtain information (36)

Read and give opinions (16)

Leave a journal or diary for others to read (19)

For class purposes (7)

To communicate with others (24)

Question 6: Why do/don't users diffuse blog services?

Respondent 26: Friend introduced because they had the same interests

28: Wouldn't influence others because believe blogs are too personal

34: Introduced to friend so they had a way to communicate

35: Introduced to family so they can all communicate and let each other know what is going on

41: Introduced to friend so they could keep their family updated on what they were doing

42: Doesn't introduce because thinks it takes too much time and people get weird

47: Introduced it to sister so she could find information on universities she was looking at attending

50: Influenced friends to use so they could communicate on what events to go to and what things to try out

67: Introduced to friends because they have the same interests and thought they would like to look up the same information

68: Introduced to friends so they see friends pictures and communicate with each other

68: Introduced to friends because had same music interests and thought they would like it

Themes for why do/don't users diffuse blog services

Why do diffuse:

Same interests (3)

So family/friends can communicate with each other (5)

Want acquaintances to try because they would find useful information (2)

Why don't diffuse:

Doesn't because believe blogs are too personal (1)

Doesn't because believes it takes too much time (1)

Appendix H
Qualitative Data Breakdown
Online Forums

Question 1: Quotations dealing with why users try online forums?

Respondent 20: Store employees tell their customers to check them out to find out features their new cell phones offer

18: Father wanted to know, son told him what online forums where and how to use them

23: Teachers make students use online forums for class discussions

23: Students show other students how to use them and the benefits of using it for classes

23: Brother was asked to try it out to get his opinion on an issue

23: You can leave comments and get information anonymously

14: To get other people opinions on things and see pictures in relation to items asking about

16: For school related research

2: The video game had a link to a forum, since the person liked the game, they checked out the forum on it

28: Professor had his/her students use them

3: Teacher use it for their classes

33: Dad wanted to know how to search for information on Michigan recruits, so he/she introduced the online forum to him to use to search for his information

36: For high school football news and general news from around the state on M-Live.com

36: To find people selling or buying sporting event tickets, video games, cars, and other classifieds

41: Because it is very informal

46: To find information about a university you want to attend

46: Friends tell them to post news information about Houston Rockets sports team on it

46: Feel free to speak their mind

47: Classmate introduced student to it and AIIMSU

48: People who play the same game introduce the forum to other players

55: To find information on fixing computer problems

55: Dell technician told person with computer problem to check online forums to search for ways to fix computer problem

57: Find answers to personal problems

6: Friend told him/her about them

62: Sound legit when reading pros/cons about new items going to purchase

62: Friend told them to check out music forums because had same music interest

67: To find information on different colleges

67: To find information on the military, how to get in and the requirements

67: Friends/Co-workers told them to read the comic forums for entertainment purposes

7: Teacher required students to use it for their class

75: Teacher required students to use it for their class

78: Teacher has students create discussion boards for class

80: To find information about other cultures, Middle Eastern people

80: To find information on school classes and information on teachers on AIIMSU

Themes dealing with why users try online forums

Hear about through acquaintances (11 responses)

Educational Purposes (11)

Entertainment Purposes (10)

Feel anonymous when finding information (5)

Question 2: Quotations dealing with why users adopt online forums?

Respondent 14: Believes can trust peoples posts because if they did what they are writing about and it worked for them, then he/she will give it a try

3: People feel safer saying their opinions in a forum as they can be anonymous

23: Problem solving, people post issues to get answers from people, trust

46: Feel free to speak their mind on issues

57: Find answers to personal problems anonymously

7: For anonymity during open discussions and viewpoints

41: Because it is very informal

Themes dealing with why users adopt online forums

Anonymity (3)

Trust Sites (2)

Informal, Free to Speak Their Mind (2)

Question 3: Quotations dealing with why users use online forums?

Respondent 24: To find out information on movies

20: Find out information on cell phones and the technology associated with them

20: Find information on music

1: Find information on games coming out, game reviews, and technology information

18: Find information on hospital scrubs

23: School, physics and packaging classes

23: Problem solving, people post issues to get answers from people

23: Students use it to help each other with classes and tests

23: Listen to sports radio and communicate with Mike and Mike from ESPN on sports related topics

23: To find information on sports: football, baseball, and golf

14: To find information about cars, motors, lifting cars, rims, compare and contrast different car related items, from East Coast Riders.com

14: Get other people opinions on things and see pictures in relation to items asking about

14: To see how people rate different items and comments pro/con they post on the items

14: Buy/sell cars

14: Information gathering

16: For school related research

2: For video game information and new things in the gaming industry on www.stratix.com

2: To leave game programmers feedback on their products

2: For information gathering and entertainment

28: Professors use them for their classes

3: To chat about interesting topics

3: For school to discuss and post opinions about what is going on in class, study for tests, half of his/her professors use forums

3: People feel safer saying their opinions in a forum because they can be anonymous

3: Use for class discussions

3: For communication and for information gathering

3: For researching information

33: For sports information, look up information on Michigan's incoming recruits

33: Look at video clips of sports press conferences

33: For general information gathering since it is easy to do

36: For high school football news and general news from around the state on M-Live.com

36: To find people selling or buying sporting event tickets, video games, cars, and other classifieds

36: Sharing information

41: For entertainment and find out about movies

41: To find recipes

46: Search official university forums for information on that university

46: Find information on basketball teams and players

46: Find information on different cultures, China

46: Feel free to speak their mind on issues

46: Gather information

47: Discuss news issues

47: Gather information

47: For student culture forums: Chinese, Korean, and Japanese

47: For shopping information, local news, and to schedule events

47: For entertainment and music from MTV.com

48: For video game information

48: To brag about video game success

48: For entertainment purposes

50: For information and reviews on schoolbooks and new products

55: To find information on fixing computer problems

57: Find answers to personal problems

57: To find video game information

6: For information on cars, sports and movies

62: To find information on video games, music coming out on hiphopgame.com

62: For general information gathering

62: To read reviews both pros/cons when buying items

63: For video game information

63: For sports information on Lion's football and sports videos

64: For entertainment and sports information

67: Find information on different cultures, Turkish

67: To find information on body-building, technical computer sites, music and entertainment

67: For comedy from Something Awful, The Onion, or other comedy articles

67: To find information on different colleges

67: To find information on the military, how to get in and the requirements

69: For cell phone reviews when purchasing a new one, and technology reviews

69: To learn about classes and teachers from AllMSU.com, educational purposes

7: To discuss class articles for class

7: Information gathering from conferences

7: For anonymity during open discussions and viewpoints

75: For class discussions, educational purposes

76: For information gathering

76: To discuss politics

77: To find information on music and drums

77: For educational class discussions

78: For school academic purposes, chemistry class

8: For finding information on computer viruses and video games

80: To find information about other cultures, Middle Eastern people

80: To find information on school classes and information on teachers on ALLMSU

80: Doesn't post on forums because feels that their individual feedback on forums doesn't mean anything and won't influence the opinions of others

80: Doesn't post on forums because believed it takes too much time to leave feedback and messages

Themes dealing with why users use online forums

Entertainment purposes (20)

Obtain information (28)

Educational Purposes (10)

Question 4: What is the frequency of online forum usage?

Respondent 1: All the time

23: Once to twice a week

14: Every day

46: Every day

47: Every day

57: Couple times a week

6: Once to twice a week

67: Once a week

75: Once a week

Average of five to seven times a week (4)

Average of one to two times a week (5)

Themes for the frequency of online forum usage

Average of five to seven times a week for people using online forums for entertainment or obtaining information

Average of once to twice a week for educational purposes

Question 5: In what contexts are online forum being used?

Respondent 24: Find out information on movies

20: Find out information on cell phones and the technology associated with them

20: Find information on music

1: Find information on games coming out, game reviews, and technology information

18: Find information on hospital scrubs

23: School, physics and packaging classes

23: Problem solving, people post issues to get answers from people

23: Students use it to help each other with classes and tests

23: Listen to sports radio and communicate with Mike and Mike from ESPN on sports related topics

23: To find information on sports: football, baseball, and golf

14: To find information about cars, motors, lifting cars, rims, compare and contrast different car related items, from East Coast Riders.com

14: Get other people opinions on things and see pictures in relation to items asking about

14: To see how people rate different items and comments pro/con they post on the items

14: Buy/sell cars

14: Information gathering

16: For school related research

2: For video game information and new things in the gaming industry on www.stratix.com

2: To leave game programmers feedback on their products

2: For information gathering and entertainment

28: Professors use them for their classes

3: To chat about interesting topics

3: For school to discuss and post opinions about what is going on in class, study for tests, half of his/her professors use forums

3: People feel safer saying their opinions in a forum because they can be anonymous

3: Use for class discussions

3: For communication and for information gathering

3: For researching information

33: For sports information, look up information on Michigan's incoming recruits

33: Look at video clips of sports press conferences

33: For general information gathering since it is easy to do

36: For high school football news and general news from around the state on M-Live.com

36: To find people selling or buying sporting event tickets, video games, cars, and other classifieds

36: Sharing information

41: For entertainment and find out about movies

41: To find recipes

46: Search official university forums for information on that university

46: Find information on basketball teams and players

46: Find information on different cultures, China

46: Feel free to speak their mind on issues

46: Gather information

47: Discuss news issues

47: Gather information

47: For student culture forums: Chinese, Korean, and Japanese

47: For shopping information, local news, and to schedule events

47: For entertainment and music from MTV.com

48: For video game information

48: To brag about video game success

48: For entertainment purposes

50: For information and reviews on schoolbooks and new products

55: To find information on fixing computer problems

57: Find answers to personal problems

57: To find video game information

6: For information on cars, sports and movies

62: To find information on video games, music coming out on hiphopgame.com

62: For general information gathering

62: To read reviews both pros/cons when buying items

63: For video game information

63: For sports information on Lion's football and sports videos

64: For entertainment and sports information

67: Find information on different cultures, Turkish

67: To find information on body-building, technical computer sites, music and entertainment

67: For comedy from Something Awful, The Onion, or other comedy articles

67: To find information on different colleges

67: To find information on the military, how to get in and the requirements

69: For cell phone reviews when purchasing a new one, and technology reviews

69: To learn about classes and teachers from AllMSU.com, educational purposes

7: To discuss class articles for class

7: Information gathering from conferences

7: For anonymity during open discussions and viewpoints

75: For class discussions, educational purposes

76: For information gathering

76: To discuss politics

77: To find information on music and drums

77: For educational class discussions

78: For school academic purposes, chemistry class

8: For finding information on computer viruses and video games

80: To find information about other cultures, Middle Eastern people

80: To find information on school classes and information on teachers on ALLMSU

Themes for what contexts online forums are being used

Entertainment purposes (20)

Obtain information (28)

Educational Purposes (10)

Question 6: Why do/don't users diffuse online forum services?

Respondent 20: To let people know where to find information, where to find information about their cell phone and features that it has

23: Influenced brother to use it, so he could post his opinion on an issue

2: Video game programmers put links in their games to influence people to go to their online forums and leave feedback on their games

2: Told other people with the same game interests to contribute to the online forums about the game

3: Teachers influence students to use them for their classes

33: Dad wanted to know how to search for information on Michigan recruits, so he/she introduced the online forum to him to use to search for his information

46: Find about it from someone with the same interest who wants them to post opinions and news on the issues, Houston Rockets basketball information

47: Classmate introduced student to it and ALLMSU for class information

48: People who play the same game introduce the forum to other players

55: Dell technician told person with computer problem to check online forums to search for ways to fix computer problem

58: Doesn't influence others because doesn't believe what he/she reads on forums are fact

6: Friend told him/her to check them out to find information on his/her interests

60: Doesn't introduce to others because believes it takes too much time to participate in online forums

62: Friend told them to check out music forums because had same music interest

62: Doesn't introduce to others because believes it takes too much time to participate in online forums

67: To introduce friends and co-workers to comic forums for entertainment purposes

7: Teachers introduced it to their students and had them use it for class discussions

75: Teachers introduced it to their students and had them use it for class discussions

77: Doesn't influence others to use because doesn't feel comfortable having themselves or anyone they know putting things down "on record" when posting opinions

78: Teacher has students create discussion boards for class

80: Told sister, friends, and prospective students about, so they could find information about schools, teachers, and classes, because believed that the information would be very helpful to the people looking up the information

Themes to why do/don't users diffuse online forum services

Why do diffuse:

Same interests (5)

For educational purposes (5)

Want acquaintances to try because they would find useful information (10)

Why don't diffuse:

Takes too much time (2)

Doesn't believe what they read is fact (1)

Doesn't feel comfortable saying things "on record" (1)

Appendix I
Qualitative Data Breakdown
Podcasts

Question 1: Quotations dealing with why users try podcasts?

Respondent 23: When hit button on iPod, podcast option comes available and get interested in it

22: Friends introduced him to it

16: Don't have cable television so checked out podcast and liked it

1: Listen to friends who broadcast their radio shows

1: Friends put podcasts links on their Facebook accounts

21: Secretary at work showed him/her what podcast was and how to download different sport games

31: To listen to good music

31: Brother introduced it

5: Friend introduced them to it

50: Film school teacher broadcasts their lessons on podcast, so download podcast to view lessons

50: Parent finds out from son/daughter how informative they can be, so they want to try it

54: Students of an English teacher would use podcasts to listen to what they did in class yesterday, what they were going to do next, and find a summary of homework assignments

66: A friend introduced them to it

70: Students try podcasts because their teachers post podcasts for different things on their websites

Themes dealing with why users try podcasts

Hear about through acquaintances (7 responses)

Educational Purposes (3)

To be able to listen/watch shows or music when not at home (3)

Question 2: Quotations dealing with why users adopt podcasts?

Respondent 22: So much different variety that you can choose from

1: Can download very fast through iTunes

1: Downloading podcast online is user-friendly

21: Can download online

Themes dealing with why users adopt podcasts

User-friendly (1)

Easy to download (2)

Large variety of uses (1)

Question 3: Quotations dealing with why users use podcasts?

Respondent 26: Desperate Housewives TV episodes

26: Listen to local DJ's music

23: Movies

23: Ads

22: Bob and Tom discussions – comedy

22: A lot of music stuff, like different bands you can hear

22: Entertainment

16: Listen to news a lot and CNN

16: Want to multitask – want to hear the news and not read it while doing something else, so use podcast to listen to the news

1: Watch Zombie TV show episodes

1: Listen to audio books because you can download them free for podcasts

21: To listen to sports

21: When he/she doesn't have TV at the time, so listen to podcast

30: People can watch news, sports and movie shows

31: NGB Chill out group podcasts – slow jazz music

31: To listen to good music

31: Entertainment

31: Listen to CNN

4: To listen to streaming video and audio

50: Film school teacher broadcasts their lessons on podcast, so download podcast to view lessons

50: To watch movies

50: Thought it was fun and interesting

50: Watch film reviews

50: To gather information on film technology and stuff like that

50: To pass information on to fellow classmates

50: To show family and friends class projects

50: Watch prequel clips (trailers) of movies that are coming out

50: Listen to college radio station which podcasts music, shows, and other school information on the air, if a person missed the a show, they can go online and download the podcast and listen to that show

54: Teachers use podcasts to explain what they did in class the day before, what they were going to do next, and list their homework assignments

66: Listen to NPR (National Public Radio)

70: Students use podcasts for educational purposes because their teachers post podcasts for different things on their websites

Themes dealing with why users use podcasts

Entertainment purposes (10)

Obtain information (9)

Educational Purposes (3)

Question 4: What is the frequency of podcast usage?

Respondent 22: Uses it a lot during his/her daily life

16: Uses it three times a week

21: Majority of the time throughout the week

21: When certain sporting events are being broadcasted

31: Weekly

47: Not using podcast because owns a different form of portable media player than iPod

5: Doesn't use it because can't figure out how to download to his iPod after multiple tries

50: Once a month

66: Once a week

Average of three or more times a week (3)

Average of one to two times a week (2)

Average of less than once a week (1)

Themes for the frequency of podcast usage

Average of three times a week for people using podcasts for entertainment or obtaining information

Average of once a week for educational purposes

Question 5: In what contexts are podcasts being used?

Respondent 26: Desperate Housewives TV episodes

26: Listen to local DJ's music

23: Movies

23: Ads

22: Bob and Tom discussions – comedy

22: A lot of music stuff, like different bands you can hear

22: Entertainment

16: Listen to news a lot and CNN, NPR or FOX News

1: Watch Zombie TV show episodes

1: Broadcast radio shows

1: Listen to audio books

21: Mainly sports, MLB and ESPN

30: News, sports and movie shows

31: NGB Chill out group podcasts – slow jazz music

31: Listen to good music
31: Entertainment
31: CNN
4: Stream video
4: Listen to audio
50: Teachers broadcast lessons
50: Watch movies
50: Fun and interesting
50: Watch film reviews
50: To gather information on film technology and stuff like that
50: To pass information on to fellow classmates
50: Show family and friends class projects
50: Watch prequel clips (trailers) of movies that are coming out
50: College radio stations podcasts music, shows, and other school information on the air
54: Teachers use podcasts to explain what they did in class the day before, what they were going to do next, and list their homework assignments
66: Listen to NPR (National Public Radio)
70: Educational purposes - teachers post podcasts for different things on their websites

Themes for what contexts podcasts are being used

Entertainment purposes (10)

Obtain information (9)

Educational Purposes (3)

Question 6: Why do/don't users diffuse podcasts services?

Respondent 22: Person would tell people about information he/she heard on podcast and his/her friends would want to know more about the information he heard so he/she would tell those people

21: To keep people at work updated on what's going on in the sports world, same interest

31: Showed it to brother because he had same taste in music

47: Not using podcast because owns a different form of portable media player than iPod

5: Doesn't use it because can't figure out how to download to his iPod after multiple tries

50: Teachers introduce it to their students and influence them to use it

50: Introduce podcasts to fellow classmates that wanted to learn more about film stuff

50: To show family and friends class projects

50: Introduced it to his/her mom to show how informative they can be

54: Teachers influence their students to use podcasts to explain what they did in class the day before, what they were going to do next, and list their homework assignments

70: Teachers post podcasts for different things on their websites for educational purposes to get their students to use podcasts

Themes to why do/don't users diffuse podcasts services

Why do diffuse:

Same interests (4)

For educational purposes (3)

Want acquaintances to try because they would enjoy it (4)

Why don't diffuse:

Feel difficult to download (1)

Appendix J

Qualitative Data Breakdown

Other Technology - Viral Games/Website Design

Question 1: Quotations dealing with why users try other technologies?

Respondent 23: Brother's friend introduced online poker

1: Friend introduced online games through Xbox 360

13: Mother introduced online games

24: Online games automatically download from Xbox 360

39: Friend from high school was playing and introduced person

41: Mother tells them about online video games they should try

42: Saw a flyer posted at school for online poker, so tried it out

50: Has family and friends look at his website and others to give him ideas how to make his better

57: Boyfriend introduced TV-Links site to them because they wanted something to listen to when studying and when had extra time

62: Friend told them to try it

62: Because needed something to do to pass the time

63: Friend introduced online video games to them

66: Professor introduced student to online video games for enjoyment purposes

68: Friend introduced to online video games

69: Friend introduced person to online video games for enjoyment purposes

79: Try video games online because they were bored and wanted something to do to pass the time

Themes dealing with why users try other technologies

Hear about through acquaintances (12 responses)

Automatically downloaded (1)

Something to pass the time (3)

Saw a posted flyer to try it (1)

Question 2: Quotations dealing with why users adopt other technologies?

Respondent 23: Online poker at PokerStars is free

13: Play poker and other online games for free

20: Ability to play online for free

17: Easy to set up online video games through Xbox 360

33: Play poker for free, unless from national recognized sites

36: Easy to set up to play online video games through Playstation

39: Once bought game, free to play online

4: Ability to play online for free, doesn't trust poker real money sites

4: Use Geocities to produce own website because site was free

42: Play online poker at Partypoker.com because it is free

54: Play online video games because they are free

56: Play online video games because they are free

57: Watch TV online because it is free and they don't have cable at home

57: Watch TV online because it was easy to do through TV-Links

63: Had fun playing online video games

63: Possibility of being able to win money playing video games online

64: Play older video games online because they are free

68: Easy to communicate with friends while playing online video games

78: Play online video games through Google and Yahoo because they are free

Themes dealing with why users adopt other technologies

Cost is free to use (12)

Possibility to win money (2)

Easy to set up and use (3)

Enjoy using (2)

Question 3: Quotations dealing with why users use other technologies?

Respondent 23: Online poker at PokerStars

23: Video games, Halo (action and fighting game) and Madden (sports game)

1: The ability to play other people

1: To earn points to purchase games online

1: Play Xbox 360 games online

13: Play video games online

13: Online poker

13: Play with others online

13: For fun and pass the time away

13: Meet people for romantic purposes through CrushSpot

24: Play video games online with Xbox 360

24: Play with others online

24: Play Halo (fighting) and Madden, soccer, NBA (sports) video games

20: Play video games online with Xbox 360

17: Play Halo, Tekken, and Dead or Alive (fighting) video games online with PS3

17: Play Madden (sports) and action video games online

2: Play online video games

27: Play family feud online video game

27: Play video games for the fun and entertainment

27: Play classics games and backgammon online through Yahoo

29: To play with others

29: Play family feud and other online video games through Yahoo

33: Play online poker at Bodog and Party Poker and other games on Yahoo

36: Play Halo and Madden video games online through PS3

36: Opportunity to play actual NFL players through online video games

36: Ability to play others from around the world

39: Play Battlefield 2, Counterstrike, and Warcraft (fighting, combat) video game online

39: Likes to play with other people

4: Play skiing sports games and online poker through PokerStars

4: Likes to play with other people

4: To develop website for his band from Geocities

41: Play online video games like Tetris through MSN or yahoo

42: Play online poker at Partypoker.com

46: Set up a website for a college course through Dreamweaver

48: Play video games online

48: Enjoys playing with other people

50: Design website for class

52: Play online video poker and other games, spades and chess through Yahoo

53: Play online video games like Jabanoid off of Google and Yahoo

54: Enjoys the challenge of online video games

54: Play Fantasy Football online through Yahoo

54: Play Madden sports online through Nintendo Wii and Xbox 360

54: Play online video games through Shockwave, Déjà vu games, Addicting Games

54: Play online poker through Fulltilt

56: Play online classic video games like tetris and bobble through MSN

57: Watch TV online though TV-Links so can watch TV shows at any time throughout the day

62: Play online Role Playing Games like Yabuto and Halo (fighting) video game through PS3

62: Like playing online video games with other people

62: Play online video game poker and other games through New Grounds

63: Play online video games like The Prisoner, The Mafia Empire, and The Mafia Boss to make money

63: Play Role Playing Games video games and Monopoly online

63: Like playing online video games with other people throughout the country

64: Uses websites to check out rap music sites, BET and MTV videos and shows

64: Play older games online like Tetris, Bejeweled, Solitaire, Twenty-One and Poker

64: To find directions to places through MapQuest because they like to travel

66: Play video games online like World of War Craft and Pac-Man

66: Enjoys playing with other people

68: Play online video games like Starcraft, Warcraft and World of Warcraft

69: Play online video games, fighting and sports games, through Addicting Games

69: Can play against other people in online video games like chess and minesweeper

73: Go to rap music sites to find songs and videos from Street Cred

73: Can communicate with celebrities and other people through rap music sites

78: Play online video games like Mario through Yahoo and Google

79: Play online video games like chess

Themes dealing with why users use other technologies

Play online video games (27)

Play online poker (9)

Ability to play games online with other people (12)

Design website (3)

Question 4: What is the frequency of other technology usage?

Respondent 13: Constantly during class (2-3 times a week)

17: Twice a month

18: Friend plays Ultima Online video game 10 hours a day

27: Whenever get bored, a lot basically

29: Whenever get bored, 3 hours a day

36: Frequently

39: Every once in awhile

4: Once to twice a week for one to two hours each time

41: When bored in class (2-3 times a week)

46: Updates website every semester

50: A lot of time to keeping making additions to it

52: At night when bored

53: When bored or need a stress reliever

54: Everyday for five minutes to hours for Fantasy Football

54: Play online video games everyday from 30 minutes to 3 hours

56: Twice a week

62: 8-10 hours per week

64: weekly

66: Professor spends entire summer playing online video games

68: At least 10 hours a week playing online video games

Average of five to three times a week (10)

Average of two to three times a week (4)

Average of once a week (5)

Themes for the frequency of other technology usage

Average of five to seven times a week for people playing online video games

Average of two to three times a week for people playing online poker

Average of once a week for website purposes

Question 5: In what contexts are other technologies being used?

Respondent 23: Online poker at PokerStars

23: Video games, Halo (action and fighting game) and Madden (sports game)

1: The ability to play other people

1: To earn points to purchase games online

1: Play Xbox 360 games online

13: Play video games online

13: Online poker

13: Play with others online

13: For fun and pass the time away

24: Play video games online with Xbox 360

24: Play with others online

24: Play Halo (fighting) and Madden, soccer, NBA (sports) video games

20: Play video games online with Xbox 360

17: Play Halo, Tekken, and Dead or Alive (fighting) video games online with PS3

17: Play Madden (sports) and action video games online

13: Meet people for romantic purposes through CrushSpot

2: Play online video games

27: Play family feud online video game

27: Play video games for the fun and entertainment

27: Play classics games and backgammon online through Yahoo

29: To play with others

29: Play family feud and other online video games through Yahoo

33: Play online poker at Bodog and Party Poker and other games on Yahoo

36: Play Halo and Madden video games online through PS3

36: Opportunity to play actual NFL players through online video games

36: Ability to play others from around the world

39: Play Battlefield 2, Counterstrike, and Warcraft (fighting, combat) video game online

39: Likes to play with other people

4: Play skiing sports games and online poker through PokerStars

4: Likes to play with other people

4: To develop website for his band from Geocities

41: Play online video games like Tetris through MSN or yahoo

42: Play online poker at Partypoker.com

46: Set up a website for a college course through Dreamweaver

48: Play video games online

48: Enjoys playing with other people

50: Design website for class

52: Play online video poker and other games, spades and chess through Yahoo

53: Play online video games like Jabanoid off of Google and Yahoo

54: Play Fantasy Football online through Yahoo

54: Play Madden sports online through Nintendo Wii and Xbox 360

54: Play online video games through Shockwave, Déjà vu games, Addicting Games

54: Play online poker through Fulltilt

56: Play online classic video games like tetris and bobble through MSN

57: Watch TV online through TV-Links so can watch TV shows at any time throughout the day

62: Play online Role Playing Games like Yabuto and Halo (fighting) video game through PS3

62: Like playing online video games with other people

62: Play online video game poker and other games through New Grounds

63: Play online video games like The Prisoner, The Mafia Empire, and The Mafia Boss to make money

63: Play Role Playing Games video games and Monopoly online

63: Like playing online video games with other people throughout the country

64: Uses websites to check out rap music sites, BET and MTV videos and shows

64: Play older games online like Tetris, Bejeweled, Solitaire, Twenty-One and Poker

64: To find directions to places through MapQuest because they like to travel

66: Play video games online like World of War Craft and Pac-Man

66: Enjoys playing with other people

68: Play online video games like Starcraft, Warcraft and World of Warcraft

69: Play online video games, fighting and sports games, through Addicting Games

69: Can play against other people in online video games like chess and minesweeper

73: Go to rap music sites to find songs and videos from Street Cred

73: Can communicate with celebrities and other people through rap music sites

78: Play online video games like Mario through Yahoo and Google

79: Play online video games like chess

Themes for what contexts other technologies - viral games/website design are being used

Play online video games (27)

Play online poker (9)

Ability to play games online with other people (12)

Design website (3)

Question 6: Why do/don't users diffuse other technology services?

Respondent 23: Don't trust online poker real money sites

13: Introduce to friend because she wanted to know where and how to play games online

18: Believes people will become addicted to online video games and spend too much time on them

27: Believes that most online games are addicting and could trap people into spending too much time with them

29: To play online video games with friends

40: Doesn't introduce because believes it is better to socialize than just sit all night on the computer

42: Introduced online poker to friends because felt they could be entertained and have fun with it

57: Told roommate about TV-Links so they could also watch shows online at home

63: Tell friends how they can win money online playing video games

Themes for why do/don't users diffuse other technology services viral games/website design

Why do diffuse:

For entertainment purposes (4)

To participate with friends (4)

Why don't diffuse:

Believes gaming sites can become addicting (3)

Doesn't trust online poker sites where can earn real money (1)

Appendix K

Social Networking Sites

Excel Spreadsheet Respondent Categories Summarizing Data Collected From Transcripts

| Social Networking Sites | | |
|-------------------------|--|---|
| | Why Users Try Social Networking Sites Overall Themes | |
| Respondents 1-80 | Hear about through acquaintances | Saw link online or heard about through the news or school |
| 1 | | 1 |
| 2 | 1 | |
| 3 | 1 | |
| 4 | | 1 |
| 5 | 1 | |
| 6 | 1 | |
| 7 | 1 | |
| 8 | 1 | 1 |
| 9 | 1 | |
| 10 | 1 | 1 |
| 11 | 1 | |
| 12 | 1 | |
| 13 | 1 | |
| 14 | | |
| 15 | 1 | |
| 16 | 1 | |
| 17 | 1 | |
| 18 | 1 | |
| 19 | 1 | |
| 20 | 1 | |
| 21 | 1 | |
| 22 | 1 | |
| 23 | | 1 |
| 24 | 1 | |
| 25 | 1 | |

| Social Networking Sites | | |
|-------------------------|---|--|
| | Why Users Try Social Networking Sites Overall Themes | |
| Respondents 1-80 | Hear about through acquaintances | Saw link online or heard about through the news or school |
| 1 | | 1 |
| 2 | 1 | |
| 3 | 1 | |
| 4 | | 1 |
| 5 | 1 | |
| 6 | 1 | |
| 7 | 1 | |
| 8 | 1 | 1 |
| 9 | 1 | |
| 10 | 1 | 1 |
| 11 | 1 | |
| 12 | 1 | |
| 13 | 1 | |
| 14 | | |
| 15 | 1 | |
| 16 | 1 | |
| 17 | 1 | |
| 18 | 1 | |
| 19 | 1 | |
| 20 | 1 | |
| 21 | 1 | |
| 22 | 1 | |
| 23 | | 1 |
| 24 | 1 | |
| 25 | 1 | |

| Social Networking Sites | | |
|--------------------------------|---|--|
| | Why Users Try Social Networking Sites Overall Themes | |
| Respondents 1-80 | Hear about through acquaintances | Saw link online or heard about through the news or school |
| 26 | | 1 |
| 27 | | 1 |
| 28 | 1 | 1 |
| 29 | 1 | |
| 30 | 1 | |
| 31 | 1 | 1 |
| 32 | 1 | |
| 33 | 1 | |
| 34 | 1 | |
| 35 | 1 | |
| 36 | 1 | 1 |
| 37 | 1 | |
| 38 | 1 | 1 |
| 39 | 1 | |
| 40 | 1 | |
| 41 | 1 | 1 |
| 42 | 1 | |
| 43 | | 1 |
| 44 | 1 | |
| 45 | 1 | |
| 46 | 1 | |
| 47 | 1 | 1 |
| 48 | 1 | |
| 49 | 1 | |
| 50 | 1 | |

| Social Networking Sites | | |
|--------------------------------|---|--|
| | Why Users Try Social Networking Sites Overall Themes | |
| Respondents 1-80 | Hear about through acquaintances | Saw link online or heard about through the news or school |
| 51 | 1 | |
| 52 | | |
| 53 | 1 | |
| 54 | 1 | |
| 55 | 1 | |
| 56 | 1 | |
| 57 | 1 | |
| 58 | 1 | |
| 59 | 1 | |
| 60 | 1 | |
| 61 | 1 | |
| 62 | 1 | |
| 63 | | |
| 64 | 1 | |
| 65 | 1 | |
| 66 | 1 | |
| 67 | 1 | |
| 68 | 1 | |
| 69 | 1 | |
| 70 | 1 | |
| 71 | 1 | |
| 72 | 1 | |
| 73 | 1 | |
| 74 | 1 | |
| 75 | 1 | |

| Social Networking Sites | | |
|--------------------------------------|---|--|
| | Why Users Try Social Networking Sites Overall Themes | |
| Respondents 1-80 | Hear about through acquaintances | Saw link online or heard about through the news or school |
| 76 | | 1 |
| 77 | | |
| 78 | 1 | |
| 79 | 1 | |
| 80 | 1 | |
| Total Respondents Per Category | 69 | 15 |

| Social Networking Sites | | | | | | | | | |
|-------------------------|---|---|--|---|---|--|-------------------|--------------------------------------|-------------------------|
| | Why Users Adopt Social Networking Sites | | | | | | | | |
| | Overall Themes | | | | | | | | |
| Respondents 1-80 | Cost is free to use | Easy to set up and use, user friendly | More convenient/e asier to use than phone | Find/contact people, leave messages | Can be anonymous, set account to private | Use as, or in place of email, contact many people at once easier | To get noticed | Only because friends use it | Peer/social pressure |
| 1 | 1 | 1 | 1 | | | | | | |
| 2 | 1 | | 1 | 1 | 1 | | | | |
| 3 | | 1 | 1 | 1 | | | | 1 | |
| 4 | 1 | | | | | | | | |
| 5 | | 1 | 1 | | | | | | |
| 6 | | 1 | | | 1 | | | | |
| 7 | | 1 | | | 1 | 1 | | | 1 |
| 8 | | 1 | | | | 1 | | | |
| 9 | | 1 | | | | 1 | | 1 | |
| 10 | | 1 | | 1 | | | | | |
| 11 | | | 1 | 1 | | 1 | | | |
| 12 | | 1 | 1 | 1 | | | | 1 | |
| 13 | | | | | 1 | | | | |
| 14 | 1 | 1 | 1 | | | | | | |
| 15 | | | | | | | | | |
| 16 | | | 1 | 1 | | | | | |
| 17 | | 1 | | 1 | | | | | |
| 18 | 1 | 1 | 1 | | 1 | | | | |
| 19 | | 1 | 1 | 1 | | | | 1 | |
| 20 | | 1 | | 1 | | | 1 | | |
| 21 | | 1 | 1 | | 1 | | | 1 | |
| 22 | | 1 | 1 | | | | 1 | | |
| 23 | | 1 | | 1 | | | | | |
| 24 | | 1 | | 1 | 1 | | 1 | | |
| 25 | | | | | | 1 | | | |

| Social Networking Sites | | | | | | | | | |
|-------------------------|---|---|--|---|---|--|-------------------|--------------------------------------|-------------------------|
| | Why Users Adopt Social Networking Sites | | | | | | | | |
| | Overall Themes | | | | | | | | |
| Respondents 1-80 | Cost is free to use | Easy to set up and use, user friendly | More convenient/e asier to use than phone | Find/contact people, leave messages | Can be anonymous, set account to private | Use as, or in place of email, contact many people at once easier | To get noticed | Only because friends use it | Peer/social pressure |
| 26 | | 1 | 1 | 1 | | | | 1 | |
| 27 | | | 1 | | | 1 | | | |
| 28 | | 1 | | | | | | | 1 |
| 29 | | 1 | | 1 | | | | | 1 |
| 30 | | 1 | 1 | 1 | | | | | |
| 31 | | | 1 | 1 | | | | | |
| 32 | | 1 | | | | 1 | | | |
| 33 | | 1 | 1 | 1 | 1 | 1 | | 1 | |
| 34 | | 1 | 1 | | | 1 | | | |
| 35 | | | 1 | | | 1 | | | |
| 36 | | 1 | | | 1 | | | 1 | |
| 37 | | | 1 | | | 1 | | | |
| 38 | | 1 | 1 | | 1 | | | 1 | |
| 39 | | 1 | | | | | | | |
| 40 | | 1 | | 1 | | | | | |
| 41 | | 1 | 1 | 1 | 1 | 1 | | | |
| 42 | | 1 | | | | | | | |
| 43 | 1 | 1 | 1 | | | | | | |
| 44 | | 1 | 1 | | | | | | |
| 45 | | 1 | 1 | | | 1 | | 1 | |
| 46 | | 1 | | | | | | | |
| 47 | | 1 | | | | | | 1 | |
| 48 | | 1 | 1 | | | | | | |
| 49 | | | | | | | | | |
| 50 | | 1 | 1 | | | | | | |

| Social Networking Sites | | | | | | | | | |
|-------------------------|---|---|--|---|---|--|-------------------|--------------------------------------|-------------------------|
| | Why Users Adopt Social Networking Sites | | | | | | | | |
| | Overall Themes | | | | | | | | |
| Respondents 1-80 | Cost is free to use | Easy to set up and use, user friendly | More convenient/e asier to use than phone | Find/contact people, leave messages | Can be anonymous, set account to private | Use as, or in place of email, contact many people at once easier | To get noticed | Only because friends use it | Peer/social pressure |
| 51 | | 1 | 1 | | | | | | |
| 52 | | 1 | | 1 | | | | | |
| 53 | | 1 | 1 | | | | | 1 | 1 |
| 54 | | | | | | | | | |
| 55 | | 1 | | | | | | | 1 |
| 56 | 1 | 1 | | | 1 | 1 | | | |
| 57 | | 1 | 1 | | | 1 | | | |
| 58 | | 1 | | | | | | | 1 |
| 59 | | 1 | 1 | 1 | | 1 | | | |
| 60 | | | 1 | 1 | | | | | |
| 61 | | | 1 | | | 1 | | | |
| 62 | | | | | | | | | |
| 63 | | | | | 1 | | | | |
| 64 | | 1 | | 1 | | | | | |
| 65 | | | | | | | | 1 | |
| 66 | 1 | 1 | | | | | | 1 | |
| 67 | | 1 | | | | 1 | | | |
| 68 | | | 1 | | | 1 | | | |
| 69 | | | | | | | | | |
| 70 | | 1 | 1 | 1 | | 1 | | | |
| 71 | | 1 | 1 | | 1 | | | | |
| 72 | | 1 | | 1 | | | | | |
| 73 | | | | 1 | | 1 | | | |
| 74 | | 1 | 1 | | | 1 | | | |
| 75 | 1 | 1 | 1 | | | | | 1 | 1 |

| Social Networking Sites | | | | | | | | | |
|--------------------------------------|---|---|--|---|---|--|-------------------|--------------------------------------|-------------------------|
| | Why Users Adopt Social Networking Sites | | | | | | | | |
| | Overall Themes | | | | | | | | |
| Respondents 1-80 | Cost is free to use | Easy to set up and use, user friendly | More convenient/e asier to use than phone | Find/contact people, leave messages | Can be anonymous, set account to private | Use as, or in place of email, contact many people at once easier | To get noticed | Only because friends use it | Peer/social pressure |
| 76 | 1 | 1 | 1 | 1 | 1 | | | | |
| 77 | | | | | | | | | 1 |
| 78 | | 1 | | | 1 | 1 | | | 1 |
| 79 | 1 | 1 | | | | | | | |
| 80 | | | | 1 | 1 | | | 1 | |
| Total Respondents Per Category | 11 | 57 | 39 | 27 | 17 | 23 | 3 | 16 | 9 |

| Social Networking Sites | | | | | | | | |
|-------------------------|---|----------------------------|------------------------|---|------------------------|---------------------------|---|---------------|
| | Why Users Use Social Networking Sites Overall Themes | | | | | | | |
| Respondents 1-80 | To communicate | To upload/tag photos | Read/leave messages | To find out about, promote events/parties | To upload videos | Advertise, sell things | To join groups with people that have same interests | Entertainment |
| 1 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| 2 | 1 | 1 | 1 | 1 | 1 | | | |
| 3 | 1 | 1 | 1 | 1 | | | | |
| 4 | 1 | 1 | 1 | | | 1 | | 1 |
| 5 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 6 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| 9 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 |
| 11 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 |
| 12 | 1 | 1 | 1 | | | 1 | 1 | |
| 13 | 1 | 1 | 1 | | | | 1 | |
| 14 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| 15 | 1 | 1 | | | | | 1 | |
| 16 | 1 | 1 | | 1 | | | | |
| 17 | 1 | 1 | 1 | 1 | | | | |
| 18 | 1 | 1 | 1 | 1 | | 1 | | 1 |
| 19 | 1 | 1 | 1 | | | | 1 | 1 |
| 20 | 1 | | 1 | | 1 | | 1 | 1 |
| 21 | 1 | 1 | 1 | 1 | | | | |
| 22 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 23 | 1 | 1 | | 1 | 1 | 1 | | 1 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 25 | 1 | 1 | 1 | 1 | | | 1 | |

| Social Networking Sites | | | | | | | | |
|-------------------------|---|----------------------------|------------------------|---|------------------------|---------------------------|---|---------------|
| | Why Users Use Social Networking Sites Overall Themes | | | | | | | |
| Respondents 1-80 | To communicate | To upload/tag photos | Read/leave messages | To find out about, promote events/parties | To upload videos | Advertise, sell things | To join groups with people that have same interests | Entertainment |
| 26 | 1 | 1 | 1 | 1 | | | 1 | |
| 27 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 28 | 1 | 1 | 1 | 1 | | | | |
| 29 | 1 | 1 | 1 | | | | 1 | |
| 30 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 31 | 1 | 1 | | 1 | | 1 | 1 | 1 |
| 32 | 1 | 1 | 1 | | 1 | | 1 | 1 |
| 33 | 1 | 1 | 1 | 1 | 1 | | | |
| 34 | 1 | 1 | 1 | | 1 | | 1 | |
| 35 | 1 | 1 | 1 | | | | 1 | |
| 36 | 1 | 1 | 1 | | | 1 | 1 | |
| 37 | 1 | 1 | 1 | 1 | | | 1 | |
| 38 | 1 | 1 | 1 | 1 | | | | |
| 39 | 1 | 1 | | 1 | 1 | | 1 | |
| 40 | 1 | 1 | | 1 | 1 | | 1 | |
| 41 | 1 | 1 | 1 | 1 | 1 | | 1 | |
| 42 | 1 | 1 | 1 | 1 | | | 1 | |
| 43 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 44 | 1 | 1 | 1 | 1 | | | 1 | |
| 45 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 46 | 1 | 1 | | 1 | | 1 | | |
| 47 | 1 | 1 | 1 | 1 | | | | |
| 48 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 49 | 1 | 1 | 1 | | 1 | | | |
| 50 | 1 | 1 | 1 | 1 | | | 1 | |

| Social Networking Sites | | | | | | | | |
|-------------------------|---------------------------------------|----------------------------|------------------------|---|------------------------|---------------------------|---|---------------|
| | Why Users Use Social Networking Sites | | | | | | | |
| | Overall Themes | | | | | | | |
| Respondents 1-80 | To communicate | To upload/tag photos | Read/leave messages | To find out about, promote events/parties | To upload videos | Advertise, sell things | To join groups with people that have same interests | Entertainment |
| 51 | 1 | 1 | | 1 | 1 | | 1 | |
| 52 | 1 | 1 | 1 | | | | 1 | 1 |
| 53 | 1 | 1 | 1 | | | | | |
| 54 | 1 | | 1 | 1 | | | 1 | 1 |
| 55 | 1 | 1 | 1 | 1 | 1 | | 1 | |
| 56 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 57 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 58 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| 59 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 60 | 1 | | 1 | 1 | 1 | | | 1 |
| 61 | 1 | 1 | 1 | 1 | 1 | | 1 | |
| 62 | 1 | 1 | | 1 | 1 | 1 | | |
| 63 | 1 | | | | 1 | | | |
| 64 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 65 | 1 | 1 | | 1 | | | 1 | |
| 66 | 1 | 1 | | 1 | | 1 | 1 | |
| 67 | 1 | 1 | 1 | 1 | | | 1 | |
| 68 | 1 | 1 | | | | | | 1 |
| 69 | 1 | 1 | | | | | | 1 |
| 70 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 71 | 1 | 1 | 1 | | 1 | | 1 | |
| 72 | 1 | 1 | 1 | 1 | 1 | | | 1 |
| 73 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 74 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 75 | 1 | 1 | 1 | | | 1 | 1 | |

| Social Networking Sites | | | | | | | | |
|--------------------------------------|---|----------------------------|------------------------|---|------------------------|---------------------------|---|---------------|
| | Why Users Use Social Networking Sites Overall Themes | | | | | | | |
| Respondents 1-80 | To communicate | To upload/tag photos | Read/leave messages | To find out about, promote events/parties | To upload videos | Advertise, sell things | To join groups with people that have same interests | Entertainment |
| 76 | 1 | 1 | | 1 | | | 1 | |
| 77 | 1 | | | | | | 1 | |
| 78 | 1 | 1 | 1 | 1 | 1 | | 1 | |
| 79 | 1 | 1 | 1 | | | | | 1 |
| 80 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| Total Respondents Per Category | 80 | 75 | 64 | 58 | 32 | 29 | 54 | 27 |

| Social Networking Sites | | | | | | | | |
|-------------------------|--|--------------------------|-----------------------|-----------------------|---|---|-----------------------------|--|
| | Why Users Use Social Networking Sites Overall Themes Continued | | | | | | | |
| Respondents 1-80 | To find old friends | To meet new people | To upload music | To get information | More convenient, use in place of email or phone | Enhance view of self to others | As a diary or journal | Employers or police use to look at for information on people |
| 1 | | | | | | | | |
| 2 | 1 | 1 | | | | | | |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 4 | 1 | 1 | 1 | | | | | |
| 5 | 1 | 1 | | | 1 | 1 | 1 | |
| 6 | 1 | 1 | 1 | 1 | | | | |
| 7 | 1 | 1 | | 1 | | | | |
| 8 | 1 | 1 | 1 | | | 1 | | |
| 9 | 1 | 1 | | 1 | | 1 | | |
| 10 | | 1 | 1 | | | 1 | 1 | |
| 11 | 1 | | | | | | | |
| 12 | | | 1 | | | 1 | | |
| 13 | | 1 | 1 | 1 | | | | |
| 14 | | 1 | 1 | | | | | 1 |
| 15 | 1 | | | | | | | |
| 16 | | | | | | | | |
| 17 | 1 | 1 | 1 | | | | | |
| 18 | 1 | 1 | | | | 1 | 1 | |
| 19 | 1 | | 1 | | | | | |
| 20 | | | 1 | | | 1 | | |
| 21 | | | | | | | | 1 |
| 22 | | | 1 | 1 | 1 | | | |
| 23 | 1 | 1 | | | | 1 | | |
| 24 | | 1 | | | | | 1 | |
| 25 | 1 | 1 | | | 1 | 1 | | 1 |

| Social Networking Sites | | | | | | | | |
|-------------------------|--|--------------------------|-----------------------|-----------------------|---|---|-----------------------------|--|
| | Why Users Use Social Networking Sites Overall Themes Continued | | | | | | | |
| Respondents 1-80 | To find old friends | To meet new people | To upload music | To get information | More convenient, use in place of email or phone | Enhance view of self to others | As a diary or journal | Employers or police use to look at for information on people |
| 26 | | | 1 | 1 | | 1 | | |
| 27 | 1 | | 1 | 1 | 1 | 1 | | |
| 28 | 1 | 1 | 1 | | 1 | 1 | | |
| 29 | | 1 | 1 | | | 1 | 1 | |
| 30 | 1 | 1 | | | 1 | | | |
| 31 | 1 | 1 | 1 | | | 1 | | |
| 32 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 33 | 1 | 1 | 1 | 1 | | | | |
| 34 | 1 | | 1 | | | | | |
| 35 | 1 | 1 | | | 1 | | | 1 |
| 36 | 1 | 1 | 1 | | | | | 1 |
| 37 | 1 | | | | 1 | | | |
| 38 | 1 | | 1 | 1 | | 1 | | |
| 39 | 1 | 1 | | 1 | | 1 | | |
| 40 | 1 | 1 | | 1 | | | | |
| 41 | 1 | | 1 | 1 | 1 | 1 | | |
| 42 | 1 | | | | | | | |
| 43 | 1 | 1 | 1 | | 1 | 1 | | |
| 44 | | 1 | | | | | | |
| 45 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| 46 | | | | | | | | |
| 47 | | | | | | | | |
| 48 | 1 | | | | | | | |
| 49 | 1 | 1 | | | | 1 | | |
| 50 | 1 | 1 | 1 | 1 | | 1 | | 1 |

| Social Networking Sites | | | | | | | | |
|-------------------------|--|--------------------------|-----------------------|-----------------------|---|---|-----------------------------|--|
| | Why Users Use Social Networking Sites Overall Themes Continued | | | | | | | |
| Respondents 1-80 | To find old friends | To meet new people | To upload music | To get information | More convenient, use in place of email or phone | Enhance view of self to others | As a diary or journal | Employers or police use to look at for information on people |
| 51 | 1 | 1 | 1 | | | | | 1 |
| 52 | 1 | | 1 | 1 | | 1 | | |
| 53 | 1 | | | | 1 | | | |
| 54 | | 1 | | 1 | | | | |
| 55 | 1 | | 1 | 1 | | | | |
| 56 | 1 | 1 | 1 | | | 1 | 1 | |
| 57 | 1 | 1 | 1 | 1 | | 1 | | |
| 58 | 1 | | 1 | | | | | |
| 59 | 1 | 1 | | 1 | | 1 | | |
| 60 | 1 | 1 | | | 1 | | | |
| 61 | 1 | | | | | | | |
| 62 | 1 | 1 | 1 | | | 1 | | |
| 63 | | | 1 | | | | | |
| 64 | 1 | | 1 | 1 | | | | |
| 65 | 1 | 1 | | 1 | | | | |
| 66 | 1 | | 1 | 1 | | 1 | | |
| 67 | | 1 | | 1 | 1 | 1 | | 1 |
| 68 | | | | | 1 | | | |
| 69 | 1 | | | | | | | |
| 70 | 1 | 1 | | 1 | | 1 | | |
| 71 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 72 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 73 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 74 | 1 | 1 | 1 | | 1 | | | |
| 75 | 1 | | | | 1 | | | |

| Social Networking Sites | | | | | | | | |
|--------------------------------------|--|--------------------------|-----------------------|-----------------------|---|---|-----------------------------|--|
| | Why Users Use Social Networking Sites Overall Themes Continued | | | | | | | |
| Respondents 1-80 | To find old friends | To meet new people | To upload music | To get information | More convenient, use in place of email or phone | Enhance view of self to others | As a diary or journal | Employers or police use to look at for information on people |
| 76 | 1 | | | | 1 | 1 | | 1 |
| 77 | | | 1 | | | | | |
| 78 | 1 | | 1 | 1 | | 1 | | |
| 79 | 1 | | 1 | 1 | | | | |
| 80 | 1 | | | 1 | | 1 | | |
| Total Respondents Per Category | 60 | 45 | 43 | 32 | 22 | 37 | 7 | 9 |

| Social Networking Sites | | |
|-------------------------|--|--|
| | Frequency of Social Networking Sites Usage Overall Themes | |
| Respondents 1-80 | Average of five to seven times a week | Average of less than five times a week |
| 1 | 1 | |
| 2 | | |
| 3 | 1 | |
| 4 | | 1 |
| 5 | 1 | |
| 6 | | 1 |
| 7 | 1 | |
| 8 | 1 | |
| 9 | 1 | |
| 10 | 1 | |
| 11 | 1 | |
| 12 | 1 | |
| 13 | 1 | |
| 14 | 1 | |
| 15 | 1 | |
| 16 | 1 | |
| 17 | | 1 |
| 18 | 1 | |
| 19 | 1 | |
| 20 | 1 | |
| 21 | 1 | |
| 22 | 1 | |
| 23 | | 1 |
| 24 | 1 | |
| 25 | 1 | |

| Social Networking Sites | | |
|-------------------------|--|--|
| | Frequency of Social Networking Sites Usage Overall Themes | |
| Respondents 1-80 | Average of five to seven times a week | Average of less than five times a week |
| 26 | 1 | |
| 27 | 1 | |
| 28 | 1 | |
| 29 | | |
| 30 | 1 | |
| 31 | 1 | |
| 32 | 1 | |
| 33 | 1 | |
| 34 | 1 | |
| 35 | 1 | |
| 36 | | |
| 37 | 1 | |
| 38 | 1 | |
| 39 | 1 | |
| 40 | 1 | |
| 41 | 1 | |
| 42 | | |
| 43 | 1 | |
| 44 | 1 | |
| 45 | 1 | |
| 46 | 1 | |
| 47 | | |
| 48 | 1 | |
| 49 | | |
| 50 | 1 | |

| Social Networking Sites | | |
|-------------------------|--|--|
| | Frequency of Social Networking Sites Usage Overall Themes | |
| Respondents 1-80 | Average of five to seven times a week | Average of less than five times a week |
| 51 | | |
| 52 | | |
| 53 | 1 | |
| 54 | 1 | |
| 55 | 1 | |
| 56 | 1 | |
| 57 | 1 | |
| 58 | 1 | |
| 59 | 1 | |
| 60 | 1 | |
| 61 | 1 | |
| 62 | | |
| 63 | | |
| 64 | | |
| 65 | | 1 |
| 66 | | |
| 67 | 1 | |
| 68 | | |
| 69 | | |
| 70 | 1 | |
| 71 | 1 | |
| 72 | | 1 |
| 73 | 1 | |
| 74 | 1 | |
| 75 | 1 | |

| Social Networking Sites | | |
|--------------------------------------|--|--|
| | Frequency of Social Networking Sites Usage Overall Themes | |
| Respondents 1-80 | Average of five to seven times a week | Average of less than five times a week |
| 76 | | |
| 77 | | |
| 78 | 1 | |
| 79 | | |
| 80 | | |
| Total Respondents Per Category | 56 | 6 |

| Social Networking Sites | | | | | | | | |
|-------------------------|--|----------------------------|------------------------|--|------------------------|---------------------------|---|---------------|
| | What Contexts are Social Networking Sites Being Used | | | | | | | |
| | Overall Themes | | | | | | | |
| Respondents 1-80 | To communicate | To upload/tag photos | Read/leave messages | To find out about, promote events/parties | To upload videos | Advertise, sell things | To join groups with people that have same interests | Entertainment |
| 1 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| 2 | 1 | 1 | 1 | 1 | 1 | | | |
| 3 | 1 | 1 | 1 | 1 | | | | |
| 4 | 1 | 1 | 1 | | | 1 | | 1 |
| 5 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 6 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| 9 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 |
| 11 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 |
| 12 | 1 | 1 | 1 | | | 1 | 1 | |
| 13 | 1 | 1 | 1 | | | | 1 | 1 |
| 14 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| 15 | 1 | 1 | | | | | 1 | |
| 16 | 1 | 1 | | 1 | | | | |
| 17 | 1 | 1 | 1 | 1 | | | | |
| 18 | 1 | 1 | 1 | 1 | | 1 | | 1 |
| 19 | 1 | 1 | 1 | | | | 1 | 1 |
| 20 | 1 | | 1 | | 1 | | 1 | 1 |
| 21 | 1 | 1 | 1 | 1 | | | | |
| 22 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 23 | 1 | 1 | | 1 | 1 | 1 | | 1 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 25 | 1 | 1 | 1 | 1 | | | 1 | |

| Social Networking Sites | | | | | | | | |
|-------------------------|--|----------------------------|------------------------|--|------------------------|---------------------------|---|---------------|
| | What Contexts are Social Networking Sites Being Used | | | | | | | |
| | Overall Themes | | | | | | | |
| Respondents 1-80 | To communicate | To upload/tag photos | Read/leave messages | To find out about, promote events/parties | To upload videos | Advertise, sell things | To join groups with people that have same interests | Entertainment |
| 26 | 1 | 1 | 1 | 1 | | | 1 | |
| 27 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 28 | 1 | 1 | 1 | 1 | | | | |
| 29 | 1 | 1 | 1 | | | | 1 | |
| 30 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 31 | 1 | 1 | | 1 | | 1 | 1 | 1 |
| 32 | 1 | 1 | 1 | | 1 | | 1 | 1 |
| 33 | 1 | 1 | 1 | 1 | 1 | | | |
| 34 | 1 | 1 | 1 | | 1 | | 1 | |
| 35 | 1 | 1 | 1 | | | | 1 | |
| 36 | 1 | 1 | 1 | | | 1 | 1 | |
| 37 | 1 | 1 | 1 | 1 | | | 1 | |
| 38 | 1 | 1 | 1 | 1 | | | | |
| 39 | 1 | 1 | | 1 | 1 | | 1 | |
| 40 | 1 | 1 | | 1 | 1 | | 1 | |
| 41 | 1 | 1 | 1 | 1 | 1 | | 1 | |
| 42 | 1 | 1 | 1 | 1 | | | 1 | |
| 43 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 44 | 1 | 1 | 1 | 1 | | | 1 | |
| 45 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 46 | 1 | 1 | | 1 | | 1 | | |
| 47 | 1 | 1 | 1 | 1 | | | | |
| 48 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 49 | 1 | 1 | 1 | | 1 | | | |
| 50 | 1 | 1 | 1 | 1 | | | 1 | |

| Social Networking Sites | | | | | | | | |
|-------------------------|--|----------------------------|------------------------|--|------------------------|---------------------------|---|---------------|
| | What Contexts are Social Networking Sites Being Used | | | | | | | |
| | Overall Themes | | | | | | | |
| Respondents 1-80 | To communicate | To upload/tag photos | Read/leave messages | To find out about, promote events/parties | To upload videos | Advertise, sell things | To join groups with people that have same interests | Entertainment |
| 51 | 1 | 1 | | 1 | 1 | | 1 | |
| 52 | 1 | 1 | 1 | | | | 1 | 1 |
| 53 | 1 | 1 | 1 | | | | | |
| 54 | 1 | | 1 | 1 | | | 1 | 1 |
| 55 | 1 | 1 | 1 | 1 | 1 | | 1 | |
| 56 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| 57 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 58 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| 59 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 60 | 1 | | 1 | 1 | 1 | | | 1 |
| 61 | 1 | 1 | 1 | 1 | 1 | | 1 | |
| 62 | 1 | 1 | | 1 | 1 | 1 | | |
| 63 | 1 | | | | 1 | | | |
| 64 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 65 | 1 | 1 | | 1 | | | 1 | |
| 66 | 1 | 1 | | 1 | | 1 | 1 | |
| 67 | 1 | 1 | 1 | 1 | | | 1 | |
| 68 | 1 | 1 | | | | | | 1 |
| 69 | 1 | 1 | | | | | | 1 |
| 70 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 71 | 1 | 1 | 1 | | 1 | | 1 | |
| 72 | 1 | 1 | 1 | 1 | 1 | | | 1 |
| 73 | 1 | 1 | 1 | 1 | | | 1 | 1 |
| 74 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 75 | 1 | 1 | 1 | | | 1 | 1 | |

| Social Networking Sites | | | | | | | | |
|--------------------------------------|--|----------------------------|------------------------|--|------------------------|---------------------------|---|---------------|
| | What Contexts are Social Networking Sites Being Used | | | | | | | |
| | Overall Themes | | | | | | | |
| Respondents 1-80 | To communicate | To upload/tag photos | Read/leave messages | To find out about, promote events/parties | To upload videos | Advertise, sell things | To join groups with people that have same interests | Entertainment |
| 76 | 1 | 1 | | 1 | | | 1 | |
| 77 | 1 | | | | | | 1 | |
| 78 | 1 | 1 | 1 | 1 | 1 | | 1 | |
| 79 | 1 | 1 | 1 | | | | | 1 |
| 80 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| Total Respondents Per Category | 80 | 75 | 64 | 58 | 32 | 29 | 54 | 27 |

| Social Networking Sites | | | | | | | | |
|-------------------------|---|--------------------------|-----------------------|-----------------------|---|---|-----------------------------|--|
| | What Contexts are Social Networking Sites Being Used Overall Themes Continued | | | | | | | |
| Respondents 1-80 | To find old friends | To meet new people | To upload music | To get information | More convenient, use in place of email or phone | Enhance view of self to others | As a diary or journal | Employers or police use to look at for information on people |
| 1 | | | | | | | | |
| 2 | 1 | 1 | | | | | | |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 4 | 1 | 1 | 1 | | | | | |
| 5 | 1 | 1 | | | 1 | 1 | 1 | |
| 6 | 1 | 1 | 1 | 1 | | | | |
| 7 | 1 | 1 | | 1 | | | | |
| 8 | 1 | 1 | 1 | | | 1 | | |
| 9 | 1 | 1 | | 1 | | 1 | | |
| 10 | | 1 | 1 | | | 1 | 1 | |
| 11 | 1 | | | | | | | |
| 12 | | | 1 | | | 1 | | |
| 13 | | 1 | 1 | 1 | | | | |
| 14 | | 1 | 1 | | | | | 1 |
| 15 | 1 | | | | | | | |
| 16 | | | | | | | | |
| 17 | 1 | 1 | 1 | | | | | |
| 18 | 1 | 1 | | | | 1 | 1 | |
| 19 | 1 | | 1 | | | | | |
| 20 | | | 1 | | | 1 | | |
| 21 | | | | | | | | 1 |
| 22 | | | 1 | 1 | 1 | | | |
| 23 | 1 | 1 | | | | 1 | | |
| 24 | | 1 | | | | | 1 | |
| 25 | 1 | 1 | | | 1 | 1 | | 1 |

| Social Networking Sites | | | | | | | | |
|-------------------------|---|--------------------------|-----------------------|-----------------------|---|---|-----------------------------|--|
| | What Contexts are Social Networking Sites Being Used Overall Themes Continued | | | | | | | |
| Respondents 1-80 | To find old friends | To meet new people | To upload music | To get information | More convenient, use in place of email or phone | Enhance view of self to others | As a diary or journal | Employers or police use to look at for information on people |
| 26 | | | 1 | 1 | | 1 | | |
| 27 | 1 | | 1 | 1 | 1 | 1 | | |
| 28 | 1 | 1 | 1 | | 1 | 1 | | |
| 29 | | 1 | 1 | | | 1 | 1 | |
| 30 | 1 | 1 | | | 1 | | | |
| 31 | 1 | 1 | 1 | | | 1 | | |
| 32 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 33 | 1 | 1 | 1 | 1 | | | | |
| 34 | 1 | | 1 | | | | | |
| 35 | 1 | 1 | | | 1 | | | 1 |
| 36 | 1 | 1 | 1 | | | | | 1 |
| 37 | 1 | | | | 1 | | | |
| 38 | 1 | | 1 | 1 | | 1 | | |
| 39 | 1 | 1 | | 1 | | 1 | | |
| 40 | 1 | 1 | | 1 | | | | |
| 41 | 1 | | 1 | 1 | 1 | 1 | | |
| 42 | 1 | | | | | | | |
| 43 | 1 | 1 | 1 | | 1 | 1 | | |
| 44 | | 1 | | | | | | |
| 45 | 1 | 1 | 1 | 1 | | 1 | 1 | |
| 46 | | | | | | | | |
| 47 | | | | | | | | |
| 48 | 1 | | | | | | | |
| 49 | 1 | 1 | | | | 1 | | |
| 50 | 1 | 1 | 1 | 1 | | 1 | | 1 |

| Social Networking Sites | | | | | | | | |
|-------------------------|---|--------------------------|-----------------------|-----------------------|---|---|-----------------------------|--|
| | What Contexts are Social Networking Sites Being Used Overall Themes Continued | | | | | | | |
| Respondents 1-80 | To find old friends | To meet new people | To upload music | To get information | More convenient, use in place of email or phone | Enhance view of self to others | As a diary or journal | Employers or police use to look at for information on people |
| 51 | 1 | 1 | 1 | | | | | 1 |
| 52 | 1 | | 1 | 1 | | 1 | | |
| 53 | 1 | | | | 1 | | | |
| 54 | | 1 | | 1 | | | | |
| 55 | 1 | | 1 | 1 | | | | |
| 56 | 1 | 1 | 1 | | | 1 | 1 | |
| 57 | 1 | 1 | 1 | 1 | | 1 | | |
| 58 | 1 | | 1 | | | | | |
| 59 | 1 | 1 | | 1 | | 1 | | |
| 60 | 1 | 1 | | | 1 | | | |
| 61 | 1 | | | | | | | |
| 62 | 1 | 1 | 1 | | | 1 | | |
| 63 | | | 1 | | | | | |
| 64 | 1 | | 1 | 1 | | | | |
| 65 | 1 | 1 | | 1 | | | | |
| 66 | 1 | | 1 | 1 | | 1 | | |
| 67 | | 1 | | 1 | 1 | 1 | | 1 |
| 68 | | | | | 1 | | | |
| 69 | 1 | | | | | | | |
| 70 | 1 | 1 | | 1 | | 1 | | |
| 71 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 72 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 73 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 74 | 1 | 1 | 1 | | 1 | | | |
| 75 | 1 | | | | 1 | | | |

| Social Networking Sites | | | | | | | | |
|--------------------------------------|---|--------------------------|-----------------------|-----------------------|---|---|-----------------------------|--|
| | What Contexts are Social Networking Sites Being Used Overall Themes Continued | | | | | | | |
| Respondents 1-80 | To find old friends | To meet new people | To upload music | To get information | More convenient, use in place of email or phone | Enhance view of self to others | As a diary or journal | Employers or police use to look at for information on people |
| 76 | 1 | | | | 1 | 1 | | 1 |
| 77 | | | 1 | | | | | |
| 78 | 1 | | 1 | 1 | | 1 | | |
| 79 | 1 | | 1 | 1 | | | | |
| 80 | 1 | | | 1 | | 1 | | |
| Total Respondents Per Category | 60 | 45 | 43 | 32 | 22 | 37 | 7 | 9 |

| Social Networking Sites | | | | |
|-------------------------|---|---|--|---|
| | Why Do/Don't Users Introduce/Influence Social Networking Sites Services to Other Users | | | |
| | Overall Themes | | | |
| Respondents 1-80 | Do introduce/influence: To stay in contact/communicate with friends, family, and acquaintances | Do introduce/influence: To upload or see photos/videos | Do introduce/influence: To meet new people | Don't Introduce/influence: Thinks it is a waste or time or got too many viruses while using |
| 1 | 1 | 1 | | |
| 2 | 1 | 1 | 1 | |
| 3 | | | | |
| 4 | 1 | | | |
| 5 | 1 | 1 | 1 | |
| 6 | | | | |
| 7 | 1 | | | |
| 8 | 1 | 1 | 1 | |
| 9 | 1 | 1 | | |
| 10 | | | | |
| 11 | 1 | 1 | | |
| 12 | 1 | | | |
| 13 | 1 | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | 1 | | 1 | |
| 17 | 1 | | | |
| 18 | 1 | | | |
| 19 | 1 | | | |
| 20 | | 1 | | |
| 21 | 1 | | | |
| 22 | 1 | | | |
| 23 | | | | |
| 24 | | | | 1 |
| 25 | | | | |

| Social Networking Sites | | | | |
|-------------------------|---|---|--|---|
| | Why Do/Don't Users Introduce/Influence Social Networking Sites Services to Other Users | | | |
| | Overall Themes | | | |
| Respondents 1-80 | Do introduce/influence: To stay in contact/communicate with friends, family, and acquaintances | Do introduce/influence: To upload or see photos/videos | Do introduce/influence: To meet new people | Don't Introduce/influence: Thinks it is a waste or time or got too many viruses while using |
| 26 | 1 | | | |
| 27 | 1 | | 1 | |
| 28 | | | | |
| 29 | 1 | | | |
| 30 | 1 | | | |
| 31 | | | | |
| 32 | 1 | 1 | | |
| 33 | | | | |
| 34 | | | | |
| 35 | 1 | | | |
| 36 | | | 1 | |
| 37 | 1 | | | |
| 38 | | | | |
| 39 | | | | |
| 40 | 1 | | | |
| 41 | 1 | | | |
| 42 | | | | |
| 43 | 1 | | | |
| 44 | 1 | | | |
| 45 | | | | |
| 46 | | | | |
| 47 | | | | |
| 48 | 1 | 1 | | |
| 49 | | | | |
| 50 | 1 | | | |

| Social Networking Sites | | | | |
|-------------------------|---|---|--|---|
| | Why Do/Don't Users Introduce/Influence Social Networking Sites Services to Other Users | | | |
| | Overall Themes | | | |
| Respondents 1-80 | Do introduce/influence: To stay in contact/communicate with friends, family, and acquaintances | Do introduce/influence: To upload or see photos/videos | Do introduce/influence: To meet new people | Don't Introduce/influence: Thinks it is a waste of time or got too many viruses while using |
| 51 | 1 | | | |
| 52 | | | | |
| 53 | | | | |
| 54 | | | | |
| 55 | | | | |
| 56 | 1 | | | |
| 57 | 1 | | | |
| 58 | | | | 1 |
| 59 | 1 | | | |
| 60 | 1 | | 1 | |
| 61 | | | | |
| 62 | | | | |
| 63 | | | | |
| 64 | | | | |
| 65 | | | | |
| 66 | 1 | | | |
| 67 | 1 | | 1 | |
| 68 | | | | |
| 69 | | | | |
| 70 | 1 | | | |
| 71 | 1 | 1 | | |
| 72 | | | | |
| 73 | | | | |
| 74 | 1 | | | |
| 75 | | | | |

| Social Networking Sites | | | | |
|---|---|---|---|--|
| | Why Do/Don't Users Introduce/Influence Social Networking Sites Services to Other Users | | | |
| | Overall Themes | | | |
| Respondents 1-80 | Do introduce/influence: To stay in contact/communicate with friends, family, and acquaintances | Do introduce/influence: To upload or see photos/videos | Do introduce/influence: To meet new people | Don't Introduce/influence: Thinks it is a waste of time or got too many viruses while using |
| 76 | 1 | | 1 | |
| 77 | | | | |
| 78 | 1 | | | |
| 79 | 1 | | | |
| 80 | | | | |
| Total Respondents Per Category | 42 | 10 | 9 | 2 |

Appendix L

Video/Picture Sharing Sites

Excel Spreadsheet Respondent Categories Summarizing Data Collected From Transcripts

| Video/Picture Sharing Sites | | | | | | |
|-----------------------------|--|---|--|---------------------------|-----------------------------|--------------------|
| | Why Users Try Video/Picture Sites Overall Themes | | Why Users Adopt Video/Picture Sites Overall Themes | | | |
| Respondents 1-80 | Hear about through acquaintances | Saw link online or heard about through the news | Easy to use and navigate through | A large variety of videos | As member can upload videos | Cost to do is free |
| 1 | | | 1 | 1 | | |
| 2 | 1 | | | | | |
| 3 | 1 | | | | 1 | |
| 4 | 1 | | | | | |
| 5 | 1 | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | 1 | | 1 | 1 | 1 | |
| 9 | 1 | | | | 1 | |
| 10 | 1 | | 1 | 1 | | |
| 11 | | 1 | | | | |
| 12 | 1 | | 1 | 1 | | |
| 13 | 1 | | 1 | | | |
| 14 | | | 1 | | | |
| 15 | 1 | | | | | |
| 16 | 1 | | | 1 | | |
| 17 | | | 1 | 1 | 1 | |
| 18 | | | 1 | | 1 | |
| 19 | 1 | | 1 | | | |
| 20 | | 1 | 1 | | | |
| 21 | 1 | | 1 | 1 | | |
| 22 | 1 | | 1 | | | 1 |
| 23 | 1 | | 1 | 1 | 1 | |
| 24 | | | | | | |
| 25 | 1 | | | | | |
| 26 | 1 | | | 1 | | |
| 27 | | 1 | 1 | | 1 | |
| 28 | | | 1 | | | |

| Video/Picture Sharing Sites | | | | | | |
|-----------------------------|--|---|--|---------------------------|-----------------------------|--------------------|
| | Why Users Try Video/Picture Sites Overall Themes | | Why Users Adopt Video/Picture Sites Overall Themes | | | |
| Respondents 1-80 | Hear about through acquaintances | Saw link online or heard about through the news | Easy to use and navigate through | A large variety of videos | As member can upload videos | Cost to do is free |
| 29 | 1 | | 1 | | | |
| 30 | | 1 | | | | |
| 31 | | 1 | | | | |
| 32 | | | 1 | | | |
| 33 | | 1 | 1 | | | |
| 34 | 1 | | | | | |
| 35 | | 1 | | | 1 | |
| 36 | | | | 1 | 1 | |
| 37 | 1 | | | 1 | | |
| 38 | 1 | | | | | |
| 39 | 1 | | | 1 | | |
| 40 | | | 1 | | | |
| 41 | 1 | 1 | | | | |
| 42 | 1 | 1 | | | | |
| 43 | 1 | | 1 | 1 | | |
| 44 | | 1 | | | | |
| 45 | | | | 1 | 1 | |
| 46 | | 1 | | | | |
| 47 | | 1 | 1 | | 1 | |
| 48 | 1 | | 1 | | 1 | |
| 49 | | 1 | 1 | 1 | 1 | |
| 50 | | | | | | |
| 51 | | 1 | 1 | 1 | | |
| 52 | 1 | | | 1 | | 1 |
| 53 | 1 | | 1 | | | |
| 54 | 1 | | 1 | 1 | | 1 |
| 55 | | | | 1 | | |
| 56 | 1 | | | 1 | 1 | |

| Video/Picture Sharing Sites | | | | | | |
|--------------------------------|--|---|--|---------------------------|-----------------------------|--------------------|
| | Why Users Try Video/Picture Sites Overall Themes | | Why Users Adopt Video/Picture Sites Overall Themes | | | |
| Respondents 1-80 | Hear about through acquaintances | Saw link online or heard about through the news | Easy to use and navigate through | A large variety of videos | As member can upload videos | Cost to do is free |
| 57 | | | | | | |
| 58 | 1 | | 1 | | 1 | |
| 59 | 1 | | | 1 | | |
| 60 | 1 | | 1 | 1 | | |
| 61 | 1 | | | | | |
| 62 | | | | | 1 | |
| 63 | | | 1 | 1 | 1 | 1 |
| 64 | 1 | 1 | 1 | | | |
| 65 | 1 | | | | | |
| 66 | 1 | | | 1 | | |
| 67 | | | | | | |
| 68 | | 1 | 1 | | | |
| 69 | | | | | | |
| 70 | 1 | | | | | |
| 71 | | 1 | | | | |
| 72 | | | | | | |
| 73 | | | 1 | | 1 | |
| 74 | 1 | | | | | |
| 75 | 1 | | | | | 1 |
| 76 | | | | 1 | | |
| 77 | 1 | | 1 | 1 | | |
| 78 | | | 1 | 1 | | |
| 79 | 1 | | 1 | 1 | 1 | |
| 80 | 1 | | | | | |
| Total Respondents Per Category | 43 | 17 | 35 | 28 | 19 | 5 |

| Video/Picture Sharing Sites | | | | | | | | |
|-----------------------------|--|-----------------------|---------------------|--------------------------------------|--|--|--|----------------------|
| | Why Users Use Video/Picture Sites Overall Themes | | | | | | | |
| Respondents 1-80 | To watch a variety of videos of videos for entertainment purposes | Obtain information | To upload videos | To forward videos to others | For instructional or class purposes | To communicate/ comment with others | To link videos to MySpace/F acebook accounts | To share pictures |
| 1 | 1 | | | | 1 | | | |
| 2 | 1 | 1 | | 1 | | | | |
| 3 | 1 | 1 | 1 | | | | | |
| 4 | 1 | 1 | | | 1 | | | |
| 5 | 1 | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | 1 | | 1 | | | | 1 | |
| 9 | 1 | 1 | 1 | | | 1 | | |
| 10 | 1 | 1 | | | 1 | 1 | | |
| 11 | 1 | 1 | | | 1 | 1 | 1 | 1 |
| 12 | 1 | | | 1 | | | | |
| 13 | 1 | 1 | | | 1 | 1 | | |
| 14 | 1 | | 1 | | | 1 | | |
| 15 | 1 | | | | | | | |
| 16 | 1 | | 1 | | | | | |
| 17 | 1 | | | | | | | |
| 18 | 1 | 1 | | | | 1 | | |
| 19 | 1 | 1 | | | | | | |
| 20 | 1 | 1 | | | | | | |
| 21 | 1 | | 1 | | | | | |
| 22 | 1 | | | | | | 1 | |
| 23 | 1 | 1 | 1 | | | | | |
| 24 | | | | | | | | |
| 25 | 1 | | | | 1 | | | |
| 26 | 1 | 1 | 1 | 1 | | | | |
| 27 | 1 | | 1 | | | 1 | | |
| 28 | 1 | | | | | | | |

| Video/Picture Sharing Sites | | | | | | | | |
|-----------------------------|--|-----------------------|---------------------|--------------------------------------|--|--|--|----------------------|
| | Why Users Use Video/Picture Sites | | | | | | | |
| | Overall Themes | | | | | | | |
| Respondents 1-80 | To watch a variety of videos of videos for entertainment purposes | Obtain information | To upload videos | To forward videos to others | For instructional or class purposes | To communicate/ comment with others | To link videos to MySpace/F acebook accounts | To share pictures |
| 29 | 1 | | 1 | | | | | |
| 30 | 1 | | | | | | | |
| 31 | 1 | | 1 | | | 1 | | |
| 32 | 1 | | 1 | | | | 1 | |
| 33 | 1 | 1 | | | | | | |
| 34 | | | | | | | | |
| 35 | 1 | | 1 | | | | | |
| 36 | 1 | 1 | | | | | | |
| 37 | 1 | 1 | | 1 | | | | |
| 38 | 1 | 1 | | | 1 | 1 | 1 | |
| 39 | 1 | | | | | | 1 | |
| 40 | 1 | 1 | | 1 | | 1 | | |
| 41 | 1 | | | | | | | |
| 42 | 1 | 1 | 1 | | | | | |
| 43 | 1 | 1 | 1 | 1 | | | | |
| 44 | 1 | 1 | | 1 | | | | |
| 45 | 1 | 1 | | 1 | 1 | 1 | | 1 |
| 46 | 1 | 1 | 1 | | | | 1 | |
| 47 | 1 | 1 | 1 | | | 1 | | |
| 48 | 1 | | 1 | 1 | | | 1 | 1 |
| 49 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 50 | | | | | | | | |
| 51 | 1 | 1 | | 1 | | 1 | | |
| 52 | 1 | 1 | | 1 | | | | |
| 53 | 1 | 1 | | 1 | 1 | 1 | 1 | |
| 54 | 1 | 1 | 1 | 1 | | 1 | | |
| 55 | 1 | 1 | | | 1 | | | |
| 56 | 1 | | | 1 | 1 | 1 | | |

| Video/Picture Sharing Sites | | | | | | | | |
|--------------------------------------|--|-----------------------|---------------------|--------------------------------------|--|--|--|----------------------|
| | Why Users Use Video/Picture Sites Overall Themes | | | | | | | |
| Respondents 1-80 | To watch a variety of videos of videos for entertainment purposes | Obtain information | To upload videos | To forward videos to others | For instructional or class purposes | To communicate/ comment with others | To link videos to MySpace/F acebook accounts | To share pictures |
| 57 | | | | | | | | |
| 58 | 1 | | 1 | | | | 1 | |
| 59 | | | | | | | | |
| 60 | 1 | 1 | | | | | | |
| 61 | 1 | 1 | | 1 | | | | |
| 62 | 1 | 1 | | 1 | | 1 | 1 | |
| 63 | 1 | 1 | | | 1 | | | |
| 64 | 1 | | | | | | | |
| 65 | 1 | 1 | 1 | 1 | | | | |
| 66 | 1 | 1 | | | 1 | | 1 | |
| 67 | 1 | 1 | 1 | 1 | | 1 | | |
| 68 | 1 | | | | | | | |
| 69 | | | | | | | | |
| 70 | 1 | 1 | | | | 1 | 1 | |
| 71 | 1 | | 1 | | 1 | | | |
| 72 | | | | | | | | |
| 73 | 1 | 1 | | | | | 1 | |
| 74 | 1 | | | | | | 1 | |
| 75 | 1 | 1 | | 1 | | 1 | | |
| 76 | 1 | 1 | 1 | | | | | |
| 77 | 1 | 1 | | 1 | 1 | 1 | | |
| 78 | 1 | 1 | | | | | | |
| 79 | 1 | 1 | | | 1 | 1 | 1 | |
| 80 | 1 | 1 | | | | | | |
| Total Respondents Per Category | 71 | 44 | 25 | 21 | 17 | 23 | 16 | 3 |

| Video/Picture Sharing Sites | | | |
|------------------------------------|---|---------------------------------------|---------------------------------|
| | Frequency of Video/Picture Sites Usage Overall Themes | | |
| Respondents 1-80 | Average of five to seven times a week | Average of three to four times a week | Average of twice a week or less |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | 1 | | |
| 10 | 1 | | |
| 11 | | | 1 |
| 12 | | | |
| 13 | 1 | | |
| 14 | 1 | | |
| 15 | | | |
| 16 | | | |
| 17 | 1 | | |
| 18 | | | |
| 19 | | 1 | |
| 20 | | | 1 |
| 21 | | | |
| 22 | | | |
| 23 | 1 | | |
| 24 | | | |
| 25 | | | |
| 26 | 1 | | |
| 27 | | | |
| 28 | | | |

| Video/Picture Sharing Sites | | | |
|-----------------------------|---|---------------------------------------|---------------------------------|
| | Frequency of Video/Picture Sites Usage Overall Themes | | |
| Respondents 1-80 | Average of five to seven times a week | Average of three to four times a week | Average of twice a week or less |
| 29 | | | |
| 30 | | | |
| 31 | 1 | | |
| 32 | | | |
| 33 | | | |
| 34 | | | |
| 35 | | | |
| 36 | | | |
| 37 | | | |
| 38 | | | 1 |
| 39 | 1 | | |
| 40 | | | |
| 41 | | | |
| 42 | | | |
| 43 | | 1 | |
| 44 | | | |
| 45 | | | |
| 46 | | 1 | |
| 47 | | | |
| 48 | | | 1 |
| 49 | 1 | | |
| 50 | | | |
| 51 | | | 1 |
| 52 | | 1 | |
| 53 | | | |
| 54 | | 1 | |
| 55 | | | |
| 56 | | 1 | |

| Video/Picture Sharing Sites | | | |
|--------------------------------|---|---------------------------------------|---------------------------------|
| | Frequency of Video/Picture Sites Usage Overall Themes | | |
| Respondents 1-80 | Average of five to seven times a week | Average of three to four times a week | Average of twice a week or less |
| 57 | | | |
| 58 | 1 | | |
| 59 | | | |
| 60 | 1 | | |
| 61 | | | |
| 62 | | | 1 |
| 63 | 1 | | |
| 64 | | | |
| 65 | | | |
| 66 | 1 | | |
| 67 | | 1 | |
| 68 | | | |
| 69 | | | |
| 70 | 1 | | |
| 71 | | | |
| 72 | | | |
| 73 | | 1 | |
| 74 | | | |
| 75 | | | |
| 76 | | | |
| 77 | 1 | | |
| 78 | | | |
| 79 | | | |
| 80 | 1 | | |
| Total Respondents Per Category | 17 | 8 | 6 |

| Video/Picture Sharing Sites | | | | | | | | |
|-----------------------------|---|-----------------------|---------------------|-----------------------------------|--|--|--|----------------------|
| | What Contexts are Video/Picture Sites Being Used | | | | | | | |
| | Overall Themes | | | | | | | |
| Respondents 1-80 | To watch a variety of videos of videos for entertainment purposes | Obtain information | To upload videos | To forward videos to others | For instructional or class purposes | To communicate/ comment with others | To link videos to MySpace/F acebook accounts | To share pictures |
| 1 | 1 | | | | 1 | | | |
| 2 | 1 | 1 | | 1 | | | | |
| 3 | 1 | 1 | 1 | | | | | |
| 4 | 1 | 1 | | | 1 | | | |
| 5 | 1 | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | 1 | | 1 | | | | 1 | |
| 9 | 1 | 1 | 1 | | | 1 | | |
| 10 | 1 | 1 | | | 1 | 1 | | |
| 11 | 1 | 1 | | | 1 | 1 | 1 | 1 |
| 12 | 1 | | | 1 | | | | |
| 13 | 1 | 1 | | | 1 | 1 | | |
| 14 | 1 | | 1 | | | 1 | | |
| 15 | 1 | | | | | | | |
| 16 | 1 | | 1 | | | | | |
| 17 | 1 | | | | | | | |
| 18 | 1 | 1 | | | | 1 | | |
| 19 | 1 | 1 | | | | | | |
| 20 | 1 | 1 | | | | | | |
| 21 | 1 | | 1 | | | | | |
| 22 | 1 | | | | | | 1 | |
| 23 | 1 | 1 | 1 | | | | | |
| 24 | | | | | | | | |
| 25 | 1 | | | | 1 | | | |
| 26 | 1 | 1 | 1 | 1 | | | | |
| 27 | 1 | | 1 | | | 1 | | |
| 28 | 1 | | | | | | | |

| Video/Picture Sharing Sites | | | | | | | | |
|-----------------------------|---|-----------------------|---------------------|-----------------------------------|--|--|--|----------------------|
| | What Contexts are Video/Picture Sites Being Used | | | | | | | |
| | Overall Themes | | | | | | | |
| Respondents 1-80 | To watch a variety of videos of videos for entertainment purposes | Obtain information | To upload videos | To forward videos to others | For instructional or class purposes | To communicate/ comment with others | To link videos to MySpace/F acebook accounts | To share pictures |
| 29 | 1 | | 1 | | | | | |
| 30 | 1 | | | | | | | |
| 31 | 1 | | 1 | | | 1 | | |
| 32 | 1 | | 1 | | | | 1 | |
| 33 | 1 | 1 | | | | | | |
| 34 | | | | | | | | |
| 35 | 1 | | 1 | | | | | |
| 36 | 1 | 1 | | | | | | |
| 37 | 1 | 1 | | 1 | | | | |
| 38 | 1 | 1 | | | 1 | 1 | 1 | |
| 39 | 1 | | | | | | 1 | |
| 40 | 1 | 1 | | 1 | | 1 | | |
| 41 | 1 | | | | | | | |
| 42 | 1 | 1 | 1 | | | | | |
| 43 | 1 | 1 | 1 | 1 | | | | |
| 44 | 1 | 1 | | 1 | | | | |
| 45 | 1 | 1 | | 1 | 1 | 1 | | 1 |
| 46 | 1 | 1 | 1 | | | | 1 | |
| 47 | 1 | 1 | 1 | | | 1 | | |
| 48 | 1 | | 1 | 1 | | | 1 | 1 |
| 49 | 1 | 1 | 1 | 1 | 1 | 1 | | |
| 50 | | | | | | | | |
| 51 | 1 | 1 | | 1 | | 1 | | |
| 52 | 1 | 1 | | 1 | | | | |
| 53 | 1 | 1 | | 1 | 1 | 1 | 1 | |
| 54 | 1 | 1 | 1 | 1 | | 1 | | |
| 55 | 1 | 1 | | | 1 | | | |
| 56 | 1 | | | 1 | 1 | 1 | | |

| Video/Picture Sharing Sites | | | | | | | | |
|--------------------------------------|--|-----------------------|---------------------|-----------------------------------|--|--|--|----------------------|
| | What Contexts are Video/Picture Sites Being Used Overall Themes | | | | | | | |
| Respondents 1-80 | To watch a variety of videos for entertainment purposes | Obtain information | To upload videos | To forward videos to others | For instructional or class purposes | To communicate/ comment with others | To link videos to MySpace/F acebook accounts | To share pictures |
| 57 | | | | | | | | |
| 58 | 1 | | 1 | | | | 1 | |
| 59 | | | | | | | | |
| 60 | 1 | 1 | | | | | | |
| 61 | 1 | 1 | | 1 | | | | |
| 62 | 1 | 1 | | 1 | | 1 | 1 | |
| 63 | 1 | 1 | | | 1 | | | |
| 64 | 1 | | | | | | | |
| 65 | 1 | 1 | 1 | 1 | | | | |
| 66 | 1 | 1 | | | 1 | | 1 | |
| 67 | 1 | 1 | 1 | 1 | | 1 | | |
| 68 | 1 | | | | | | | |
| 69 | | | | | | | | |
| 70 | 1 | 1 | | | | 1 | 1 | |
| 71 | 1 | | 1 | | 1 | | | |
| 72 | | | | | | | | |
| 73 | 1 | 1 | | | | | 1 | |
| 74 | 1 | | | | | | 1 | |
| 75 | 1 | 1 | | 1 | | 1 | | |
| 76 | 1 | 1 | 1 | | | | | |
| 77 | 1 | 1 | | 1 | 1 | 1 | | |
| 78 | 1 | 1 | | | | | | |
| 79 | 1 | 1 | | | 1 | 1 | 1 | |
| 80 | 1 | 1 | | | | | | |
| Total Respondents Per Category | 71 | 44 | 25 | 21 | 17 | 23 | 16 | 3 |

| Video/Picture Sharing Sites | | | |
|-----------------------------|---|---|---|
| | Why Do/Don't Users Introduce/Influence Video/Picture Sites Services to Other Users Overall Themes | | |
| Respondents 1-80 | Do introduce/influence: Same mutual interests | Do introduce/influence: For entertainment purposes | Don't introduce/influence: Doesn't introduce because feel everyone already knows about YouTube |
| 1 | | | |
| 2 | | 1 | |
| 3 | | | 1 |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | 1 | |
| 9 | | | |
| 10 | | 1 | |
| 11 | 1 | 1 | |
| 12 | | | |
| 13 | | 1 | |
| 14 | | | 1 |
| 15 | | | |
| 16 | | 1 | |
| 17 | | 1 | |
| 18 | | | |
| 19 | | 1 | |
| 20 | | 1 | |
| 21 | | 1 | |
| 22 | | 1 | |
| 23 | 1 | 1 | |
| 24 | | | |
| 25 | | | |
| 26 | | | |
| 27 | | | |
| 28 | 1 | 1 | |

| Video/Picture Sharing Sites | | | |
|-----------------------------|---|---|---|
| | Why Do/Don't Users Introduce/Influence Video/Picture Sites Services to Other Users Overall Themes | | |
| Respondents 1-80 | Do introduce/influence: Same mutual interests | Do introduce/influence: For entertainment purposes | Don't introduce/influence: Doesn't introduce because feel everyone already knows about YouTube |
| 29 | | | |
| 30 | | | |
| 31 | | 1 | |
| 32 | | | |
| 33 | | | |
| 34 | | | |
| 35 | | | |
| 36 | | | |
| 37 | | 1 | |
| 38 | | | |
| 39 | | | |
| 40 | | | |
| 41 | | | |
| 42 | | 1 | |
| 43 | | | |
| 44 | | | |
| 45 | | 1 | |
| 46 | | | |
| 47 | | | |
| 48 | | 1 | |
| 49 | 1 | 1 | |
| 50 | | | |
| 51 | | 1 | |
| 52 | | | |
| 53 | | 1 | |
| 54 | | | |
| 55 | | | |
| 56 | | | |

| Video/Picture Sharing Sites | | | |
|---|--|---|---|
| | Why Do/Don't Users Introduce/Influence Video/Picture Sites Services to Other Users Overall Themes | | |
| Respondents 1-80 | Do introduce/influence: Same mutual interests | Do introduce/influence: For entertainment purposes | Don't introduce/influence: Doesn't introduce because feel everyone already knows about YouTube |
| 57 | | | |
| 58 | | 1 | |
| 59 | | | |
| 60 | | | |
| 61 | | 1 | |
| 62 | | 1 | |
| 63 | | | |
| 64 | | | |
| 65 | | | |
| 66 | | | |
| 67 | | | |
| 68 | | 1 | |
| 69 | | | |
| 70 | | | |
| 71 | | | |
| 72 | | | |
| 73 | | | |
| 74 | | 1 | |
| 75 | 1 | | |
| 76 | | | |
| 77 | | | |
| 78 | | | |
| 79 | 1 | | |
| 80 | | | |
| Total Respondents Per Category | 6 | 26 | 2 |

Appendix M

Blogs

Excel Spreadsheet Respondent Categories Summarizing Data Collected From Transcripts

| Blogs | | | | | | |
|-----------------------------|---|---------------------------------|--|--|---|--|
| | Why Users Try Blogs Overall Themes | | | Why Users Adopt Blog Overall Themes | | |
| Respondents 1-80 | Hear about through acquaintances | Educational purposes | Saw link online and thought it would be nice to try | Cost to do is free | Easy and convenient to use | Saves time updating acquaintances |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | 1 | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | 1 | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | 1 | | | | | |
| 22 | | | | | | |
| 23 | | | | | | |
| 24 | | | | | | |
| 25 | | | | | | |
| 26 | | | 1 | | | |
| 27 | | | | | | |
| 28 | | | | | | |

| Blogs | | | | | | |
|---------------------|--|-------------------------|---|--|----------------------------------|---|
| | Why Users Try Blogs Overall Themes | | | Why Users Adopt Blog Overall Themes | | |
| Respondents 1-80 | Hear about through acquaintances | Educational purposes | Saw link online and thought it would be nice to try | Cost to do is free | Easy and convenient to use | Saves time updating acquaintances |
| 29 | | | | 1 | | |
| 30 | 1 | | | | | |
| 31 | | | | | | |
| 32 | | | 1 | 1 | | |
| 33 | | | | | | |
| 34 | 1 | | | | | |
| 35 | | | | | | |
| 36 | | | | | | |
| 37 | | | | | | |
| 38 | | | | | | |
| 39 | | | | | | |
| 40 | 1 | | | | | |
| 41 | 1 | | | 1 | 1 | |
| 42 | 1 | | | | 1 | |
| 43 | | | | | | |
| 44 | | | | | | |
| 45 | | | | | | |
| 46 | 1 | | | 1 | | 1 |
| 47 | 1 | | | | 1 | 1 |
| 48 | 1 | | | | | |
| 49 | | | | | | |
| 50 | 1 | 1 | | | | |
| 51 | | | | | | |
| 52 | | | | | | |
| 53 | | | | | | |
| 54 | | 1 | | | | |
| 55 | | | | | | |
| 56 | | | | | | |

| Blogs | | | | | | |
|--------------------------------------|--|-------------------------|---|--|----------------------------------|---|
| | Why Users Try Blogs Overall Themes | | | Why Users Adopt Blog Overall Themes | | |
| Respondents 1-80 | Hear about through acquaintances | Educational purposes | Saw link online and thought it would be nice to try | Cost to do is free | Easy and convenient to use | Saves time updating acquaintances |
| 57 | | | | | | |
| 58 | | | | | | |
| 59 | | | | | | |
| 60 | | | | | | |
| 61 | | | | | | |
| 62 | | | | | | |
| 63 | | | | | | |
| 64 | | | | | | |
| 65 | 1 | | | | | |
| 66 | | 1 | | | | |
| 67 | | | 1 | | 1 | 1 |
| 68 | 1 | | | 1 | | |
| 69 | | | | | 1 | |
| 70 | | 1 | | | | |
| 71 | | | | | | |
| 72 | | | | | | |
| 73 | | | | | | |
| 74 | | | | | | |
| 75 | | | | | 1 | |
| 76 | | | | | | |
| 77 | | | 1 | | | |
| 78 | | | | | | |
| 79 | | | | | | |
| 80 | | | | | | |
| Total Respondents Per Category | 12 | 5 | 4 | 6 | 6 | 3 |

| Blogs | | | | | | | | | |
|---------------------|---------------------------------------|-----------------------|---------------------------|---|-----------------------|----------------------------------|--|---|---|
| | Why Users Use Blogs Overall Themes | | | | | | Frequency of Blogs Usage Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Read and give opinions | Leave a journal or diary for others to read | For class purposes | To communicate with others | Average of three or more times a week | Average of one to two times a week | Average of less than once a week |
| 1 | | | | | | | | | |
| 2 | | 1 | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | 1 | | | | | |
| 7 | 1 | 1 | | 1 | | | | 1 | |
| 8 | | | | | | | | | |
| 9 | 1 | | | | | | | | |
| 10 | | | | | | | | | |
| 11 | 1 | 1 | | 1 | | | | | |
| 12 | | 1 | | | 1 | 1 | | | |
| 13 | | 1 | | 1 | | 1 | | | |
| 14 | | | | | | | | | |
| 15 | | | | | | | | | |
| 16 | | | | | | | | | |
| 17 | | | | | | | | | |
| 18 | 1 | 1 | | 1 | | 1 | | | |
| 19 | | | | | | | | | |
| 20 | | | | | | | | | |
| 21 | | 1 | | | | | | | |
| 22 | | | | | | | | | |
| 23 | | | | | | | | | |
| 24 | 1 | | 1 | | | 1 | | | |
| 25 | | | | | | | | | |
| 26 | 1 | 1 | | | | | 1 | | |
| 27 | | | | | | | | | |
| 28 | | | | | | | | | |

| Blogs | | | | | | | | | |
|---------------------|---------------------------------------|-----------------------|---------------------------|---|-----------------------|----------------------------------|--|---|---|
| | Why Users Use Blogs Overall Themes | | | | | | Frequency of Blogs Usage Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Read and give opinions | Leave a journal or diary for others to read | For class purposes | To communicate with others | Average of three or more times a week | Average of one to two times a week | Average of less than once a week |
| 29 | | 1 | | 1 | | 1 | | 1 | |
| 30 | | | | 1 | | | | | |
| 31 | | | | | | | | | |
| 32 | | 1 | | 1 | | | | | |
| 33 | | | | | | | | | |
| 34 | | | | 1 | | | | 1 | |
| 35 | 1 | 1 | | | | | | | 1 |
| 36 | | | | | | | | | |
| 37 | | | | | | | | | |
| 38 | | | | | | | | | |
| 39 | | 1 | | | | | 1 | | |
| 40 | | 1 | 1 | | | 1 | | | |
| 41 | 1 | | | 1 | | | | 1 | |
| 42 | | 1 | | | | 1 | | 1 | |
| 43 | | | | | | | | | |
| 44 | | | | | | | | | |
| 45 | | | | | | | | | |
| 46 | 1 | 1 | | 1 | | 1 | | | 1 |
| 47 | 1 | 1 | 1 | 1 | | 1 | 1 | | |
| 48 | 1 | 1 | 1 | | | 1 | | | |
| 49 | | 1 | | | | 1 | | | |
| 50 | | 1 | | 1 | 1 | 1 | | | |
| 51 | | 1 | 1 | | | | | | |
| 52 | 1 | 1 | 1 | 1 | | 1 | | | |
| 53 | | | | | | | | | |
| 54 | 1 | 1 | | | 1 | 1 | | | |
| 55 | | | | | | | | | |
| 56 | 1 | 1 | | | | 1 | | 1 | |

| Blogs | | | | | | | | | |
|--------------------------------------|---------------------------------------|-----------------------|---------------------------|---|-----------------------|----------------------------------|--|---|---|
| | Why Users Use Blogs Overall Themes | | | | | | Frequency of Blogs Usage Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Read and give opinions | Leave a journal or diary for others to read | For class purposes | To communicate with others | Average of three or more times a week | Average of one to two times a week | Average of less than once a week |
| 57 | | | | | | | | | |
| 58 | 1 | 1 | | | | | | | |
| 59 | | | | | | | | | |
| 60 | 1 | 1 | | | | | | | |
| 61 | | | | | | | | | |
| 62 | | | | | | | | | |
| 63 | | | 1 | 1 | 1 | 1 | | | |
| 64 | | | | | | | | | |
| 65 | 1 | 1 | 1 | 1 | | 1 | 1 | | |
| 66 | 1 | 1 | 1 | | | 1 | | | |
| 67 | | 1 | 1 | | 1 | | | 1 | |
| 68 | 1 | 1 | 1 | | | 1 | | | |
| 69 | 1 | 1 | 1 | 1 | 1 | 1 | | | 1 |
| 70 | | | | | 1 | | | | |
| 71 | | | | | | | | | |
| 72 | | | | | | | | | |
| 73 | | | | | | | | | |
| 74 | | 1 | | | | 1 | | | |
| 75 | | 1 | 1 | 1 | | 1 | | | |
| 76 | 1 | 1 | 1 | | | | | | |
| 77 | 1 | 1 | 1 | | | 1 | | | |
| 78 | 1 | 1 | 1 | | | | | | |
| 79 | | 1 | | | | 1 | | | |
| 80 | | | | 1 | | | | | |
| Total Respondents Per Category | 23 | 36 | 16 | 19 | 7 | 24 | 4 | 7 | 3 |

| Blogs | | | | | |
|---------------------|--|---|---|---|---|
| | Why Do/Don't Users Introduce/Influence Blogs Services to Other Users | | | | |
| | Overall Themes | | | | |
| Respondents 1-80 | Do introduce/influence: Same interests | Do introduce/influence: So family/friends can communicate with each other | Do introduce/influence: Want acquaintances to try because they would find useful information | Don't introduce/influence: Believes blogs are too personal | Don't Introduce/influence: Doesn't because believes it takes to much time |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 19 | | | | | |
| 20 | | | | | |
| 21 | | | | | |
| 22 | | | | | |
| 23 | | | | | |
| 24 | | | | | |
| 25 | | | | | |
| 26 | 1 | | | | |
| 27 | | | | | |
| 28 | | | | 1 | |

| Blogs | | | | | |
|-----------------------------|---|--|---|---|--|
| | Why Do/Don't Users Introduce/Influence Blogs Services to Other Users | | | | |
| | Overall Themes | | | | |
| Respondents 1-80 | Do introduce/influence: Same interests | Do introduce/influence: So family/friends can communicate with each other | Do introduce/influence: Want acquaintances to try because they would find useful information | Don't introduce/influence: Believes blogs are too personal | Don't Introduce/influence: Doesn't because believes it takes to much time |
| 29 | | | | | |
| 30 | | | | | |
| 31 | | | | | |
| 32 | | | | | |
| 33 | | | | | |
| 34 | | 1 | | | |
| 35 | | 1 | | | |
| 36 | | | | | |
| 37 | | | | | |
| 38 | | | | | |
| 39 | | | | | |
| 40 | | | | | |
| 41 | | 1 | | | |
| 42 | | | | | 1 |
| 43 | | | | | |
| 44 | | | | | |
| 45 | | | | | |
| 46 | | | | | |
| 47 | | | 1 | | |
| 48 | | | | | |
| 49 | | | | | |
| 50 | | 1 | | | |
| 51 | | | | | |
| 52 | | | | | |
| 53 | | | | | |
| 54 | | | | | |
| 55 | | | | | |
| 56 | | | | | |

| Blogs | | | | | |
|--------------------------------------|--|---|---|---|---|
| | Why Do/Don't Users Introduce/Influence Blogs Services to Other Users | | | | |
| | Overall Themes | | | | |
| Respondents 1-80 | Do introduce/influence: Same interests | Do introduce/influence: So family/friends can communicate with each other | Do introduce/influence: Want acquaintances to try because they would find useful information | Don't introduce/influence: Believes blogs are too personal | Don't Introduce/influence: Doesn't because believes it takes to much time |
| 57 | | | | | |
| 58 | | | | | |
| 59 | | | | | |
| 60 | | | | | |
| 61 | | | | | |
| 62 | | | | | |
| 63 | | | | | |
| 64 | | | | | |
| 65 | | | | | |
| 66 | | | | | |
| 67 | 1 | | 1 | | |
| 68 | 1 | 1 | | | |
| 69 | | | | | |
| 70 | | | | | |
| 71 | | | | | |
| 72 | | | | | |
| 73 | | | | | |
| 74 | | | | | |
| 75 | | | | | |
| 76 | | | | | |
| 77 | | | | | |
| 78 | | | | | |
| 79 | | | | | |
| 80 | | | | | |
| Total Respondents Per Category | 3 | 5 | 2 | 1 | 1 |

Appendix N

Online Forums

Excel Spreadsheet Respondent Categories Summarizing Data Collected From Transcripts

| Online Forums | | | | | | | |
|---------------------|---|-------------------------|---------------------------|--|---|----------------|---|
| Respondents 1-80 | Why Users Try Online Forums Overall Themes | | | | Why Users Adopt Online Forums Overall Themes | | |
| | Hear about through acquaintances | Educational purposes | Entertainment purposes | Feel anonymous when finding information | Anonymidity | Trust sites | Informal, Free to speak their mind |
| 1 | | | | | | | |
| 2 | | | 1 | | | | |
| 3 | | 1 | | | 1 | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | 1 | | | | | | |
| 7 | | 1 | | | 1 | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | | | | | | | |
| 14 | | | 1 | 1 | | 1 | |
| 15 | | | | | | | |
| 16 | | 1 | | | | | |
| 17 | | | | | | | |
| 18 | 1 | | 1 | | | | |
| 19 | | | | | | | |
| 20 | 1 | | | | | | |
| 21 | | | | | | | |
| 22 | | | | | | | |
| 23 | 1 | 1 | | 1 | | 1 | |
| 24 | | | | | | | |
| 25 | | | | | | | |
| 26 | | | | | | | |

| Online Forums | | | | | | | |
|---------------------|---|-------------------------|---------------------------|--|---|----------------|---|
| | Why Users Try Online Forums Overall Themes | | | | Why Users Adopt Online Forums Overall Themes | | |
| Respondents 1-80 | Hear about through acquaintances | Educational purposes | Entertainment purposes | Feel anonymous when finding information | Anonymity | Trust sites | Informal, Free to speak their mind |
| 27 | | | | | | | |
| 28 | | 1 | | | | | |
| 29 | | | | | | | |
| 30 | | | | | | | |
| 31 | | | | | | | |
| 32 | | | | | | | |
| 33 | 1 | | | | | | |
| 34 | | | | | | | |
| 35 | | | | | | | |
| 36 | | | 1 | | | | |
| 37 | | | | | | | |
| 38 | | | | | | | |
| 39 | | | | | | | |
| 40 | | | | | | | |
| 41 | | | | 1 | | | 1 |
| 42 | | | | | | | |
| 43 | | | | | | | |
| 44 | | | | | | | |
| 45 | | | | | | | |
| 46 | 1 | 1 | 1 | 1 | | | 1 |
| 47 | 1 | 1 | | | | | |
| 48 | 1 | | 1 | | | | |
| 49 | | | | | | | |
| 50 | | | | | | | |
| 51 | | | | | | | |
| 52 | | | | | | | |

| Online Forums | | | | | | | |
|---------------------|---|-------------------------|---------------------------|--|---|----------------|---|
| | Why Users Try Online Forums Overall Themes | | | | Why Users Adopt Online Forums Overall Themes | | |
| Respondents 1-80 | Hear about through acquaintances | Educational purposes | Entertainment purposes | Feel anonymous when finding information | Anonymidity | Trust sites | Informal, Free to speak their mind |
| 53 | | | | | | | |
| 54 | | | | | | | |
| 55 | 1 | | 1 | | | | |
| 56 | | | | | | | |
| 57 | | | | 1 | 1 | | |
| 58 | | | | | | | |
| 59 | | | | | | | |
| 60 | | | | | | | |
| 61 | | | | | | | |
| 62 | 1 | | 1 | | | | |
| 63 | | | | | | | |
| 64 | | | | | | | |
| 65 | | | | | | | |
| 66 | | | | | | | |
| 67 | 1 | 1 | 1 | | | | |
| 68 | | | | | | | |
| 69 | | | | | | | |
| 70 | | | | | | | |
| 71 | | | | | | | |
| 72 | | | | | | | |
| 73 | | | | | | | |
| 74 | | | | | | | |
| 75 | | 1 | | | | | |
| 76 | | | | | | | |
| 77 | | | | | | | |
| 78 | | 1 | | | | | |

| Online Forums | | | | | | | |
|--------------------------------------|---|-------------------------|---------------------------|--|---|----------------|---|
| | Why Users Try Online Forums Overall Themes | | | | Why Users Adopt Online Forums Overall Themes | | |
| Respondents 1-80 | Hear about through acquaintances | Educational purposes | Entertainment purposes | Feel anonymous when finding information | Anonymidity | Trust sites | Informal, Free to speak their mind |
| 79 | | | | | | | |
| 80 | | 1 | 1 | | | | |
| Total Respondents Per Category | 11 | 11 | 10 | 5 | 3 | 2 | 2 |

| Online Forums | | | | | | | | |
|---------------------|---|-----------------------|-------------------------|---|--|--|-----------------------|-------------------------|
| | Why Users Use Online Forums Overall Themes | | | Frequency of Online Forum Usage Overall Themes | | What Contexts are Online Forums Being Used Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Educational purposes | Average of five to seven times a week | Average of one to two times a week | Entertainment purposes | Obtain information | Educational purposes |
| 1 | 1 | 1 | | 1 | | 1 | 1 | |
| 2 | 1 | 1 | | | | 1 | 1 | |
| 3 | 1 | 1 | 1 | | | 1 | 1 | 1 |
| 4 | | | | | | | | |
| 5 | | | | | | | | |
| 6 | 1 | 1 | | | 1 | 1 | 1 | |
| 7 | | 1 | 1 | | | | 1 | 1 |
| 8 | | 1 | | | | | 1 | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | | | | | | | | |
| 14 | 1 | 1 | | 1 | | 1 | 1 | |
| 15 | | | | | | | | |
| 16 | | | 1 | | | | | 1 |
| 17 | | | | | | | | |
| 18 | | 1 | | | | | 1 | |
| 19 | | | | | | | | |
| 20 | 1 | 1 | | | | 1 | 1 | |
| 21 | | | | | | | | |
| 22 | | | | | | | | |
| 23 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 |
| 24 | 1 | 1 | | | | 1 | 1 | |
| 25 | | | | | | | | |
| 26 | | | | | | | | |

| Online Forums | | | | | | | | |
|---------------------|---|-----------------------|-------------------------|---|--|--|-----------------------|-------------------------|
| | Why Users Use Online Forums Overall Themes | | | Frequency of Online Forum Usage Overall Themes | | What Contexts are Online Forums Being Used Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Educational purposes | Average of five to seven times a week | Average of one to two times a week | Entertainment purposes | Obtain information | Educational purposes |
| 27 | | | | | | | | |
| 28 | | | 1 | | | | | 1 |
| 29 | | | | | | | | |
| 30 | | | | | | | | |
| 31 | | | | | | | | |
| 32 | | | | | | | | |
| 33 | 1 | 1 | | | | 1 | 1 | |
| 34 | | | | | | | | |
| 35 | | | | | | | | |
| 36 | 1 | 1 | | | | 1 | 1 | |
| 37 | | | | | | | | |
| 38 | | | | | | | | |
| 39 | | | | | | | | |
| 40 | | | | | | | | |
| 41 | 1 | 1 | | | | 1 | 1 | |
| 42 | | | | | | | | |
| 43 | | | | | | | | |
| 44 | | | | | | | | |
| 45 | | | | | | | | |
| 46 | 1 | 1 | | 1 | | 1 | 1 | |
| 47 | 1 | 1 | | 1 | | 1 | 1 | |
| 48 | 1 | 1 | | | | 1 | 1 | |
| 49 | | | | | | | | |
| 50 | | 1 | | | | | 1 | |
| 51 | | | | | | | | |
| 52 | | | | | | | | |

| Online Forums | | | | | | | | |
|---------------------|---|-----------------------|-------------------------|---|--|--|-----------------------|-------------------------|
| | Why Users Use Online Forums Overall Themes | | | Frequency of Online Forum Usage Overall Themes | | What Contexts are Online Forums Being Used Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Educational purposes | Average of five to seven times a week | Average of one to two times a week | Entertainment purposes | Obtain information | Educational purposes |
| 53 | | | | | | | | |
| 54 | | | | | | | | |
| 55 | | 1 | | | | | 1 | |
| 56 | | | | | | | | |
| 57 | 1 | 1 | | | 1 | 1 | 1 | |
| 58 | | | | | | | | |
| 59 | | | | | | | | |
| 60 | | | | | | | | |
| 61 | | | | | | | | |
| 62 | 1 | 1 | | | | 1 | 1 | |
| 63 | 1 | 1 | | | | 1 | 1 | |
| 64 | 1 | 1 | | | | 1 | 1 | |
| 65 | | | | | | | | |
| 66 | | | | | | | | |
| 67 | 1 | 1 | | | 1 | 1 | 1 | |
| 68 | | | | | | | | |
| 69 | | 1 | 1 | | | | 1 | 1 |
| 70 | | | | | | | | |
| 71 | | | | | | | | |
| 72 | | | | | | | | |
| 73 | | | | | | | | |
| 74 | | | | | | | | |
| 75 | | | 1 | | 1 | | | 1 |
| 76 | 1 | 1 | | | | 1 | 1 | |
| 77 | | 1 | 1 | | | | 1 | 1 |
| 78 | | | 1 | | | | | 1 |

| Online Forums | | | | | | | | |
|--------------------------------------|---|-----------------------|-------------------------|---|--|--|-----------------------|-------------------------|
| | Why Users Use Online Forums Overall Themes | | | Frequency of Online Forum Usage Overall Themes | | What Contexts are Online Forums Being Used Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Educational purposes | Average of five to seven times a week | Average of one to two times a week | Entertainment purposes | Obtain information | Educational purposes |
| 79 | | | | | | | | |
| 80 | | 1 | 1 | | | | 1 | 1 |
| Total Respondents Per Category | 20 | 28 | 10 | 4 | 5 | 20 | 28 | 10 |

| Online Forums | | | | | |
|---|---|---|---|--|---|
| Why Do/Don't Users Introduce/Influence Online Forum Services to Other Users | | | | | |
| Overall Themes | | | | | |
| Respondents 1-80 | Do introduce/influence: Same interest | Do introduce/influence: For educational purposes | Do introduce/influence: Want acquaintances to try because they would find useful information | Don't introduce/influence: Believes takes too much time | Don't Introduce/influence: Doesn't believe what they read is fact or doesn't feel comfortable saying things "on record" |
| 1 | | | | | |
| 2 | 1 | | 1 | | |
| 3 | | 1 | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | 1 | | 1 | | |
| 7 | | 1 | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 19 | | | | | |
| 20 | | | 1 | | |
| 21 | | | | | |
| 22 | | | | | |
| 23 | | | 1 | | |
| 24 | | | | | |
| 25 | | | | | |
| 26 | | | | | |

| Online Forums | | | | | |
|---------------------|---|---|---|--|---|
| | Why Do/Don't Users Introduce/Influence Online Forum Services to Other Users | | | | |
| | Overall Themes | | | | |
| Respondents 1-80 | Do introduce/influence: Same interest | Do introduce/influence: For educational purposes | Do introduce/influence: Want acquaintances to try because they would find useful information | Don't introduce/influence: Believes takes too much time | Don't Introduce/influence: Doesn't believe what they read is fact or doesn't feel comfortable saying things "on record" |
| 27 | | | | | |
| 28 | | | | | |
| 29 | | | | | |
| 30 | | | | | |
| 31 | | | | | |
| 32 | | | | | |
| 33 | | | 1 | | |
| 34 | | | | | |
| 35 | | | | | |
| 36 | | | | | |
| 37 | | | | | |
| 38 | | | | | |
| 39 | | | | | |
| 40 | | | | | |
| 41 | | | | | |
| 42 | | | | | |
| 43 | | | | | |
| 44 | | | | | |
| 45 | | | | | |
| 46 | 1 | | 1 | | |
| 47 | | 1 | | | |
| 48 | 1 | | | | |
| 49 | | | | | |
| 50 | | | | | |
| 51 | | | | | |
| 52 | | | | | |

| Online Forums | | | | | |
|---------------------|---|---|---|--|---|
| | Why Do/Don't Users Introduce/Influence Online Forum Services to Other Users | | | | |
| | Overall Themes | | | | |
| Respondents 1-80 | Do introduce/influence: Same interest | Do introduce/influence: For educational purposes | Do introduce/influence: Want acquaintances to try because they would find useful information | Don't introduce/influence: Believes takes too much time | Don't introduce/influence: Doesn't believe what they read is fact or doesn't feel comfortable saying things "on record" |
| 53 | | | | | |
| 54 | | | | | |
| 55 | | | 1 | | |
| 56 | | | | | |
| 57 | | | | | |
| 58 | | | | | 1 |
| 59 | | | | | |
| 60 | | | | 1 | |
| 61 | | | | | |
| 62 | 1 | | 1 | 1 | |
| 63 | | | | | |
| 64 | | | | | |
| 65 | | | | | |
| 66 | | | | | |
| 67 | | | 1 | | |
| 68 | | | | | |
| 69 | | | | | |
| 70 | | | | | |
| 71 | | | | | |
| 72 | | | | | |
| 73 | | | | | |
| 74 | | | | | |
| 75 | | 1 | | | |
| 76 | | | | | |
| 77 | | | | | 1 |
| 78 | | 1 | | | |

| Online Forums | | | | | |
|--------------------------------------|---|---|---|--|---|
| | Why Do/Don't Users Introduce/Influence Online Forum Services to Other Users | | | | |
| | Overall Themes | | | | |
| Respondents 1-80 | Do introduce/influence: Same interest | Do introduce/influence: For educational purposes | Do introduce/influence: Want acquaintances to try because they would find useful information | Don't introduce/influence: Believes takes too much time | Don't Introduce/influence: Doesn't believe what they read is fact or doesn't feel comfortable saying things "on record" |
| 79 | | | | | |
| 80 | | | 1 | | |
| Total Respondents Per Category | 5 | 5 | 10 | 2 | 2 |

Appendix O

Podcasts

Excel Spreadsheet Respondent Categories Summarizing Data Collected From Transcripts

| Podcasts | | | | | | |
|---------------------|--|-------------------------|---|--|---------------------|-----------------------------|
| | Why Users Try Podcasts Overall Themes | | | Why Users Adopt Podcasts Overall Themes | | |
| Respondents 1-80 | Hear about through acquaintances | Educational Purposes | To be able to listen/watch shows or music when not at home | User- friendly | Easy to Download | Large variety of uses |
| 1 | 1 | | 1 | 1 | 1 | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | 1 | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | | | 1 | | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | 1 | | | | 1 | |
| 22 | 1 | | | | | 1 |
| 23 | | | | | | |
| 24 | | | | | | |
| 25 | | | | | | |
| 26 | | | | | | |
| 27 | | | | | | |
| 28 | | | | | | |
| 29 | | | | | | |

| Podcasts | | | | | | |
|---------------------|--|-------------------------|---|--|---------------------|-----------------------------|
| | Why Users Try Podcasts Overall Themes | | | Why Users Adopt Podcasts Overall Themes | | |
| Respondents 1-80 | Hear about through acquaintances | Educational Purposes | To be able to listen/watch shows or music when not at home | User- friendly | Easy to Download | Large variety of uses |
| 30 | | | | | | |
| 31 | 1 | | 1 | | | |
| 32 | | | | | | |
| 33 | | | | | | |
| 34 | | | | | | |
| 35 | | | | | | |
| 36 | | | | | | |
| 37 | | | | | | |
| 38 | | | | | | |
| 39 | | | | | | |
| 40 | | | | | | |
| 41 | | | | | | |
| 42 | | | | | | |
| 43 | | | | | | |
| 44 | | | | | | |
| 45 | | | | | | |
| 46 | | | | | | |
| 47 | | | | | | |
| 48 | | | | | | |
| 49 | | | | | | |
| 50 | 1 | 1 | | | | |
| 51 | | | | | | |
| 52 | | | | | | |
| 53 | | | | | | |
| 54 | | 1 | | | | |
| 55 | | | | | | |
| 56 | | | | | | |
| 57 | | | | | | |
| 58 | | | | | | |

| Podcasts | | | | | | |
|--------------------------------------|--|-------------------------|---|--|---------------------|-----------------------------|
| | Why Users Try Podcasts Overall Themes | | | Why Users Adopt Podcasts Overall Themes | | |
| Respondents 1-80 | Hear about through acquaintances | Educational Purposes | To be able to listen/watch shows or music when not at home | User- friendly | Easy to Download | Large variety of uses |
| 59 | | | | | | |
| 60 | | | | | | |
| 61 | | | | | | |
| 62 | | | | | | |
| 63 | | | | | | |
| 64 | | | | | | |
| 65 | | | | | | |
| 66 | 1 | | | | | |
| 67 | | | | | | |
| 68 | | | | | | |
| 69 | | | | | | |
| 70 | | 1 | | | | |
| 71 | | | | | | |
| 72 | | | | | | |
| 73 | | | | | | |
| 74 | | | | | | |
| 75 | | | | | | |
| 76 | | | | | | |
| 77 | | | | | | |
| 78 | | | | | | |
| 79 | | | | | | |
| 80 | | | | | | |
| Total Respondents Per Category | 7 | 3 | 3 | 1 | 2 | 1 |

| Podcasts | | | | | | |
|---------------------|--|-----------------------|-------------------------|---|--|---|
| | Why Users Use Podcasts Overall Themes | | | Frequency of Podcasts Usage Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Educational Purposes | Average of three times or more a week | Average of one to two times a week | Average of less than once a week |
| 1 | 1 | 1 | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | 1 | 1 | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| 10 | | | | | | |
| 11 | | | | | | |
| 12 | | | | | | |
| 13 | | | | | | |
| 14 | | | | | | |
| 15 | | | | | | |
| 16 | 1 | 1 | | 1 | | |
| 17 | | | | | | |
| 18 | | | | | | |
| 19 | | | | | | |
| 20 | | | | | | |
| 21 | 1 | | | 1 | | |
| 22 | 1 | 1 | | 1 | | |
| 23 | 1 | 1 | | | | |
| 24 | | | | | | |
| 25 | | | | | | |
| 26 | 1 | | | | | |
| 27 | | | | | | |
| 28 | | | | | | |
| 29 | | | | | | |

| Podcasts | | | | | | |
|---------------------|--|-----------------------|-------------------------|---|--|---|
| | Why Users Use Podcasts Overall Themes | | | Frequency of Podcasts Usage Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Educational Purposes | Average of three times or more a week | Average of one to two times a week | Average of less than once a week |
| 30 | 1 | 1 | | | | |
| 31 | 1 | 1 | | | 1 | |
| 32 | | | | | | |
| 33 | | | | | | |
| 34 | | | | | | |
| 35 | | | | | | |
| 36 | | | | | | |
| 37 | | | | | | |
| 38 | | | | | | |
| 39 | | | | | | |
| 40 | | | | | | |
| 41 | | | | | | |
| 42 | | | | | | |
| 43 | | | | | | |
| 44 | | | | | | |
| 45 | | | | | | |
| 46 | | | | | | |
| 47 | | | | | | |
| 48 | | | | | | |
| 49 | | | | | | |
| 50 | 1 | 1 | 1 | | | 1 |
| 51 | | | | | | |
| 52 | | | | | | |
| 53 | | | | | | |
| 54 | | | 1 | | | |
| 55 | | | | | | |
| 56 | | | | | | |
| 57 | | | | | | |
| 58 | | | | | | |

| Podcasts | | | | | | |
|--------------------------------------|--|-----------------------|-------------------------|---|--|---|
| | Why Users Use Podcasts Overall Themes | | | Frequency of Podcasts Usage Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Educational Purposes | Average of three times or more a week | Average of one to two times a week | Average of less than once a week |
| 59 | | | | | | |
| 60 | | | | | | |
| 61 | | | | | | |
| 62 | | | | | | |
| 63 | | | | | | |
| 64 | | | | | | |
| 65 | | | | | | |
| 66 | | 1 | | | 1 | |
| 67 | | | | | | |
| 68 | | | | | | |
| 69 | | | | | | |
| 70 | | | 1 | | | |
| 71 | | | | | | |
| 72 | | | | | | |
| 73 | | | | | | |
| 74 | | | | | | |
| 75 | | | | | | |
| 76 | | | | | | |
| 77 | | | | | | |
| 78 | | | | | | |
| 79 | | | | | | |
| 80 | | | | | | |
| Total Respondents Per Category | 10 | 9 | 3 | 3 | 2 | 1 |

| Podcasts | | | |
|---------------------|---|-----------------------|-------------------------|
| | What Contexts are Podcasts Being Used Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Educational Purposes |
| 1 | 1 | 1 | |
| 2 | | | |
| 3 | | | |
| 4 | 1 | 1 | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |
| 16 | 1 | 1 | |
| 17 | | | |
| 18 | | | |
| 19 | | | |
| 20 | | | |
| 21 | 1 | | |
| 22 | 1 | 1 | |
| 23 | 1 | 1 | |
| 24 | | | |
| 25 | | | |
| 26 | 1 | | |
| 27 | | | |
| 28 | | | |
| 29 | | | |

| Podcasts | | | |
|---------------------|---|-----------------------|-------------------------|
| | What Contexts are Podcasts Being Used Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Educational Purposes |
| 30 | 1 | 1 | |
| 31 | 1 | 1 | |
| 32 | | | |
| 33 | | | |
| 34 | | | |
| 35 | | | |
| 36 | | | |
| 37 | | | |
| 38 | | | |
| 39 | | | |
| 40 | | | |
| 41 | | | |
| 42 | | | |
| 43 | | | |
| 44 | | | |
| 45 | | | |
| 46 | | | |
| 47 | | | |
| 48 | | | |
| 49 | | | |
| 50 | 1 | 1 | 1 |
| 51 | | | |
| 52 | | | |
| 53 | | | |
| 54 | | | 1 |
| 55 | | | |
| 56 | | | |
| 57 | | | |
| 58 | | | |

| Podcasts | | | |
|--------------------------------------|---|-----------------------|-------------------------|
| | What Contexts are Podcasts Being Used Overall Themes | | |
| Respondents 1-80 | Entertainment purposes | Obtain information | Educational Purposes |
| 59 | | | |
| 60 | | | |
| 61 | | | |
| 62 | | | |
| 63 | | | |
| 64 | | | |
| 65 | | | |
| 66 | | 1 | |
| 67 | | | |
| 68 | | | |
| 69 | | | |
| 70 | | | 1 |
| 71 | | | |
| 72 | | | |
| 73 | | | |
| 74 | | | |
| 75 | | | |
| 76 | | | |
| 77 | | | |
| 78 | | | |
| 79 | | | |
| 80 | | | |
| Total Respondents Per Category | 10 | 9 | 3 |

| Podcasts | | | | |
|---------------------|---|---|---|--|
| | Why Do/Don't Users Introduce/Influence Podcasts Services to Other Users | | | |
| | Overall Themes | | | |
| Respondents 1-80 | Do introduce/influence: Same interests | Do introduce/influence: For educational purposes | Do introduce/influence: Want acquaintances to try because they enjoy it | Don't Introduce/influence: Feel difficult to download |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | 1 |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| 21 | 1 | | 1 | |
| 22 | 1 | | 1 | |
| 23 | | | | |
| 24 | | | | |
| 25 | | | | |
| 26 | | | | |
| 27 | | | | |
| 28 | | | | |
| 29 | | | | |

| Podcasts | | | | |
|-----------------------------|--|---|--|--|
| | Why Do/Don't Users Introduce/Influence Podcasts Services to Other Users | | | |
| | Overall Themes | | | |
| Respondents 1-80 | Do introduce/influence: Same interests | Do introduce/influence: For educational purposes | Do introduce/influence: Want acquaintances to try because they enjoy it | Don't Introduce/influence: Feel difficult to download |
| 30 | | | | |
| 31 | 1 | | 1 | |
| 32 | | | | |
| 33 | | | | |
| 34 | | | | |
| 35 | | | | |
| 36 | | | | |
| 37 | | | | |
| 38 | | | | |
| 39 | | | | |
| 40 | | | | |
| 41 | | | | |
| 42 | | | | |
| 43 | | | | |
| 44 | | | | |
| 45 | | | | |
| 46 | | | | |
| 47 | | | | |
| 48 | | | | |
| 49 | | | | |
| 50 | 1 | 1 | 1 | |
| 51 | | | | |
| 52 | | | | |
| 53 | | | | |
| 54 | | 1 | | |
| 55 | | | | |
| 56 | | | | |
| 57 | | | | |
| 58 | | | | |

| Podcasts | | | | |
|---|--|---|--|--|
| | Why Do/Don't Users Introduce/Influence Podcasts Services to Other Users | | | |
| | Overall Themes | | | |
| Respondents 1-80 | Do introduce/influence: Same interests | Do introduce/influence: For educational purposes | Do introduce/influence: Want acquaintances to try because they enjoy it | Don't Introduce/influence: Feel difficult to download |
| 59 | | | | |
| 60 | | | | |
| 61 | | | | |
| 62 | | | | |
| 63 | | | | |
| 64 | | | | |
| 65 | | | | |
| 66 | | | | |
| 67 | | | | |
| 68 | | | | |
| 69 | | | | |
| 70 | | 1 | | |
| 71 | | | | |
| 72 | | | | |
| 73 | | | | |
| 74 | | | | |
| 75 | | | | |
| 76 | | | | |
| 77 | | | | |
| 78 | | | | |
| 79 | | | | |
| 80 | | | | |
| Total Respondents Per Category | 4 | 3 | 4 | 1 |

Appendix P

Other Technologies - Viral Games/Website Design

Excel Spreadsheet Respondent Categories Summarizing Data Collected From Transcripts

| Other Technologies | | | | | | | | |
|---------------------|--|-----------------------------|----------------------------------|---------------------------------------|--|--------------------------------|------------------------------|----------------|
| | Why Users Try Other Technologies Overall Themes | | | | Why Users Adopt Other Technologies Overall Themes | | | |
| Respondents 1-80 | Hear about through acquaintances | Automatically downloaded | Something to pass the time | Saw a posted flyer to try it | Cost is free to use | Possibility to win money | Easy to set up and use | Enjoy Using |
| 1 | 1 | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| 4 | | | | | 1 | | | |
| 5 | | | | | | | | |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |
| 13 | 1 | | | | 1 | | | |
| 14 | | | | | | | | |
| 15 | | | | | | | | |
| 16 | | | | | | | | |
| 17 | | | | | | | 1 | |
| 18 | | | | | | | | |
| 19 | | | | | | | | |
| 20 | | | | | 1 | | | |
| 21 | | | | | | | | |
| 22 | | | | | | | | |
| 23 | 1 | | | | 1 | | | |
| 24 | | 1 | | | | | | |
| 25 | | | | | | | | |
| 26 | | | | | | | | |
| 27 | | | | | | | | |
| 28 | | | | | | | | |
| 29 | | | | | | | | |

| Other Technologies | | | | | | | | |
|---------------------|--|-----------------------------|----------------------------------|---------------------------------------|--|--------------------------------|------------------------------|----------------|
| | Why Users Try Other Technologies Overall Themes | | | | Why Users Adopt Other Technologies Overall Themes | | | |
| Respondents 1-80 | Hear about through acquaintances | Automatically downloaded | Something to pass the time | Saw a posted flyer to try it | Cost is free to use | Possibility to win money | Easy to set up and use | Enjoy Using |
| 30 | | | | | | | | |
| 31 | | | | | | | | |
| 32 | | | | | | | | |
| 33 | | | | | 1 | 1 | | |
| 34 | | | | | | | | |
| 35 | | | | | | | | |
| 36 | | | | | | | 1 | |
| 37 | | | | | | | | |
| 38 | | | | | | | | |
| 39 | 1 | | | | 1 | | | |
| 40 | | | | | | | | |
| 41 | 1 | | | | | | | |
| 42 | | | | 1 | 1 | | | |
| 43 | | | | | | | | |
| 44 | | | | | | | | |
| 45 | | | | | | | | |
| 46 | | | | | | | | |
| 47 | | | | | | | | |
| 48 | | | | | | | | |
| 49 | | | | | | | | |
| 50 | 1 | | | | | | | |
| 51 | | | | | | | | |
| 52 | | | | | | | | |
| 53 | | | | | | | | |
| 54 | | | | | 1 | | | |
| 55 | | | | | | | | |
| 56 | | | | | 1 | | | |
| 57 | 1 | | 1 | | 1 | | 1 | |
| 58 | | | | | | | | |

| Other Technologies | | | | | | | | |
|--------------------------------------|--|-----------------------------|----------------------------------|---------------------------------------|--|--------------------------------|------------------------------|----------------|
| | Why Users Try Other Technologies Overall Themes | | | | Why Users Adopt Other Technologies Overall Themes | | | |
| Respondents 1-80 | Hear about through acquaintances | Automatically downloaded | Something to pass the time | Saw a posted flyer to try it | Cost is free to use | Possibility to win money | Easy to set up and use | Enjoy Using |
| 59 | | | | | | | | |
| 60 | | | | | | | | |
| 61 | | | | | | | | |
| 62 | 1 | | 1 | | | | | |
| 63 | 1 | | | | | 1 | | 1 |
| 64 | | | | | 1 | | | |
| 65 | | | | | | | | |
| 66 | 1 | | | | | | | |
| 67 | | | | | | | | |
| 68 | 1 | | | | | | | 1 |
| 69 | 1 | | | | | | | |
| 70 | | | | | | | | |
| 71 | | | | | | | | |
| 72 | | | | | | | | |
| 73 | | | | | | | | |
| 74 | | | | | | | | |
| 75 | | | | | | | | |
| 76 | | | | | | | | |
| 77 | | | | | | | | |
| 78 | | | | | 1 | | | |
| 79 | | | 1 | | | | | |
| 80 | | | | | | | | |
| Total Respondents Per Category | 12 | 1 | 3 | 1 | 12 | 2 | 3 | 2 |

| Other Technologies | | | | | | | |
|---------------------|--|-------------------------|---|-------------------|---|---|------------------------------|
| | Why Users Use Other Technologies Overall Themes | | | | Frequency of Other Technology Usage Overall Themes | | |
| Respondents 1-80 | Play online video games | Play online poker | Ability to play games online with other people | Design website | Average of five to seven times a week | Average of two to three times a week | Average of once a week |
| 1 | 1 | | 1 | | | | |
| 2 | 1 | | | | | | |
| 3 | | | | | | | |
| 4 | 1 | 1 | 1 | 1 | | 1 | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |
| 11 | | | | | | | |
| 12 | | | | | | | |
| 13 | 1 | 1 | 1 | | | 1 | |
| 14 | | | | | | | |
| 15 | | | | | | | |
| 16 | | | | | | | |
| 17 | 1 | | | | | | 1 |
| 18 | | | | | 1 | | |
| 19 | | | | | | | |
| 20 | 1 | | | | | | |
| 21 | | | | | | | |
| 22 | | | | | | | |
| 23 | 1 | 1 | | | | | |
| 24 | 1 | | 1 | | | | |
| 25 | | | | | | | |
| 26 | | | | | | | |
| 27 | 1 | | | | 1 | | |
| 28 | | | | | | | |
| 29 | 1 | | 1 | | 1 | | |

| Other Technologies | | | | | | | |
|---------------------|--|-------------------------|---|-------------------|---|---|------------------------------|
| | Why Users Use Other Technologies Overall Themes | | | | Frequency of Other Technology Usage Overall Themes | | |
| Respondents 1-80 | Play online video games | Play online poker | Ability to play games online with other people | Design website | Average of five to seven times a week | Average of two to three times a week | Average of once a week |
| 30 | | | | | | | |
| 31 | | | | | | | |
| 32 | | | | | | | |
| 33 | 1 | 1 | | | | | |
| 34 | | | | | | | |
| 35 | | | | | | | |
| 36 | 1 | | 1 | | 1 | | |
| 37 | | | | | | | |
| 38 | | | | | | | |
| 39 | 1 | | 1 | | | | 1 |
| 40 | | | | | | | |
| 41 | 1 | | | | | 1 | |
| 42 | | 1 | | | | | |
| 43 | | | | | | | |
| 44 | | | | | | | |
| 45 | | | | | | | |
| 46 | | | | 1 | | | 1 |
| 47 | | | | | | | |
| 48 | 1 | | 1 | | | | |
| 49 | | | | | | | |
| 50 | | | | 1 | | | 1 |
| 51 | | | | | | | |
| 52 | 1 | 1 | | | 1 | | |
| 53 | 1 | | | | 1 | | |
| 54 | 1 | 1 | | | 1 | | |
| 55 | | | | | | | |
| 56 | 1 | | | | | 1 | |
| 57 | | | | | | | |
| 58 | | | | | | | |

| Other Technologies | | | | | | | |
|--------------------------------------|--|-------------------------|---|-------------------|---|---|------------------------------|
| | Why Users Use Other Technologies Overall Themes | | | | Frequency of Other Technology Usage Overall Themes | | |
| Respondents 1-80 | Play online video games | Play online poker | Ability to play games online with other people | Design website | Average of five to seven times a week | Average of two to three times a week | Average of once a week |
| 59 | | | | | | | |
| 60 | | | | | | | |
| 61 | | | | | | | |
| 62 | 1 | 1 | 1 | | 1 | | |
| 63 | 1 | | 1 | | | | |
| 64 | 1 | 1 | | | | | 1 |
| 65 | | | | | | | |
| 66 | 1 | | 1 | | 1 | | |
| 67 | | | | | | | |
| 68 | 1 | | | | 1 | | |
| 69 | 1 | | 1 | | | | |
| 70 | | | | | | | |
| 71 | | | | | | | |
| 72 | | | | | | | |
| 73 | | | | | | | |
| 74 | | | | | | | |
| 75 | | | | | | | |
| 76 | | | | | | | |
| 77 | | | | | | | |
| 78 | 1 | | | | | | |
| 79 | 1 | | | | | | |
| 80 | | | | | | | |
| Total Respondents Per Category | 27 | 9 | 12 | 3 | 10 | 4 | 5 |

| Other Technologies | | | | |
|---------------------|--|-------------------------|---|-------------------|
| | What Contexts are Other Technologies Being Used Overall Themes | | | |
| Respondents 1-80 | Play online video games | Play online poker | Ability to play games online with other people | Design website |
| 1 | 1 | | 1 | |
| 2 | 1 | | | |
| 3 | | | | |
| 4 | 1 | 1 | 1 | 1 |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | 1 | 1 | 1 | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | 1 | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | 1 | | | |
| 21 | | | | |
| 22 | | | | |
| 23 | 1 | 1 | | |
| 24 | 1 | | 1 | |
| 25 | | | | |
| 26 | | | | |
| 27 | 1 | | | |
| 28 | | | | |
| 29 | 1 | | 1 | |

| Other Technologies | | | | |
|---------------------|--|-------------------------|---|-------------------|
| | What Contexts are Other Technologies Being Used Overall Themes | | | |
| Respondents 1-80 | Play online video games | Play online poker | Ability to play games online with other people | Design website |
| 30 | | | | |
| 31 | | | | |
| 32 | | | | |
| 33 | 1 | 1 | | |
| 34 | | | | |
| 35 | | | | |
| 36 | 1 | | 1 | |
| 37 | | | | |
| 38 | | | | |
| 39 | 1 | | 1 | |
| 40 | | | | |
| 41 | 1 | | | |
| 42 | | 1 | | |
| 43 | | | | |
| 44 | | | | |
| 45 | | | | |
| 46 | | | | 1 |
| 47 | | | | |
| 48 | 1 | | 1 | |
| 49 | | | | |
| 50 | | | | 1 |
| 51 | | | | |
| 52 | 1 | 1 | | |
| 53 | 1 | | | |
| 54 | 1 | 1 | | |
| 55 | | | | |
| 56 | 1 | | | |
| 57 | | | | |
| 58 | | | | |

| Other Technologies | | | | |
|--------------------------------------|--|-------------------------|---|-------------------|
| | What Contexts are Other Technologies Being Used Overall Themes | | | |
| Respondents 1-80 | Play online video games | Play online poker | Ability to play games online with other people | Design website |
| 59 | | | | |
| 60 | | | | |
| 61 | | | | |
| 62 | 1 | 1 | 1 | |
| 63 | 1 | | 1 | |
| 64 | 1 | 1 | | |
| 65 | | | | |
| 66 | 1 | | 1 | |
| 67 | | | | |
| 68 | 1 | | | |
| 69 | 1 | | 1 | |
| 70 | | | | |
| 71 | | | | |
| 72 | | | | |
| 73 | | | | |
| 74 | | | | |
| 75 | | | | |
| 76 | | | | |
| 77 | | | | |
| 78 | 1 | | | |
| 79 | 1 | | | |
| 80 | | | | |
| Total Respondents Per Category | 27 | 9 | 12 | 3 |

| Other Technologies | | | | |
|---------------------|---|--|--|--|
| | Why Do/Don't Users Introduce/Influence Other Technology Services to Other Users | | | |
| | Overall Themes | | | |
| Respondents 1-80 | Do introduce/influence: For entertainment purposes | Do introduce/influence: To participate with friends | Don't introduce/influence: Believes gaming sites can become addicting | Don't Introduce/influence: Doesn't trust online poker sites where can earn real money |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | 1 | 1 | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | 1 | |
| 19 | | | | |
| 20 | | | | |
| 21 | | | | |
| 22 | | | | |
| 23 | | | | 1 |
| 24 | | | | |
| 25 | | | | |
| 26 | | | | |
| 27 | | | 1 | |
| 28 | | | | |
| 29 | | 1 | | |

| Other Technologies | | | | |
|---------------------|---|--|--|--|
| | Why Do/Don't Users Introduce/Influence Other Technology Services to Other Users | | | |
| | Overall Themes | | | |
| Respondents 1-80 | Do introduce/influence: For entertainment purposes | Do introduce/influence: To participate with friends | Don't introduce/influence: Believes gaming sites can become addicting | Don't Introduce/influence: Doesn't trust online poker sites where can earn real money |
| 30 | | | | |
| 31 | | | | |
| 32 | | | | |
| 33 | | | | |
| 34 | | | | |
| 35 | | | | |
| 36 | | | | |
| 37 | | | | |
| 38 | | | | |
| 39 | | | | |
| 40 | | | 1 | |
| 41 | | | | |
| 42 | 1 | 1 | | |
| 43 | | | | |
| 44 | | | | |
| 45 | | | | |
| 46 | | | | |
| 47 | | | | |
| 48 | | | | |
| 49 | | | | |
| 50 | | | | |
| 51 | | | | |
| 52 | | | | |
| 53 | | | | |
| 54 | | | | |
| 55 | | | | |
| 56 | | | | |
| 57 | 1 | 1 | | |
| 58 | | | | |

| Other Technologies | | | | |
|--------------------------------------|---|--|--|--|
| | Why Do/Don't Users Introduce/Influence Other Technology Services to Other Users | | | |
| | Overall Themes | | | |
| Respondents 1-80 | Do introduce/influence: For entertainment purposes | Do introduce/influence: To participate with friends | Don't introduce/influence: Believes gaming sites can become addicting | Don't Introduce/influence: Doesn't trust online poker sites where can earn real money |
| 59 | | | | |
| 60 | | | | |
| 61 | | | | |
| 62 | | | | |
| 63 | 1 | | | |
| 64 | | | | |
| 65 | | | | |
| 66 | | | | |
| 67 | | | | |
| 68 | | | | |
| 69 | | | | |
| 70 | | | | |
| 71 | | | | |
| 72 | | | | |
| 73 | | | | |
| 74 | | | | |
| 75 | | | | |
| 76 | | | | |
| 77 | | | | |
| 78 | | | | |
| 79 | | | | |
| 80 | | | | |
| Total Respondents Per Category | 4 | 4 | 3 | 1 |

References

- Ajzen, I. (1991). The Theory of Planned Behavior. *Organizational Behavior and Human Decision*, 50(2), 179-211.
- Bearden, W. O., Netemeyer, R. G., & Teel, J. E. (1989). Measurement of Consumer Susceptibility to Interpersonal Influence. *Journal of Consumer Research*, 15, 473-481.
- Bhattacharjee, A., & Sanford, C. (2006). Influence Processes For Information Technology Acceptance: An Elaboration Likelihood Model. *MIS Quarterly*, 30(4), 805-825.
- Bhattacharjee, A., & Premkumar, G. (2004). Understanding Changes in Belief and Attitude Toward Information Technology Usage: A Theoretical Model and Longitudinal Test. *MIS Quarterly*, 28(2), 229-254.
- Bidlake, S. (2007). *Can Viral Campaigns Deliver Brand Equity?* London: Haymarket Business Publications Ltd. Promotions & Incentives.
- Bickart, B., & Schindler, R. M. (2001). Internet Forum as Influential Sources of Consumer Information. *Journal of Interactive Marketing*, 1(3), 31-40.
- Brass, R. (2007). *MY BST DEAL*. London: The Daily Telegraph, Appointments, 1-3.
- Bringer, J. D., Johnston, L. H., & Brackenridge, C. H. (2006). Using Computer-Assisted Qualitative Data Analysis Software to Develop a Grounded Theory Project. *Field Methods*, 18(3), 245-266.
- Brooks, R. C., Jr. (1957). Word-of-Mouth Advertising in Selling New Products. *Journal of Marketing*, 22(2), 154-161.
- Chen, R. (2007). *Consumer's Initial Acceptance of E-Commerce Website: A Contingency Approach*. Management Science & Systems State University of New York at Buffalo, 1-11.
- Cho, V. (2006). A Study of the Roles of Trusts and Risks in Information-oriented Online Legal Services Using an Integrated Model. *Information & Management*, 43, 502-520.
- Compeau, D. R., and Higgins, C. A. (1995). Computer Self-Efficacy: Development of a Measure and Initial Test. *MIS Quarterly* (19)2, 189-211.

- Creamer, M. (2007). *What's Plaguing Viral Marketing*. Retrieved January 22, 2008, from http://adage.com/digital/article?article_id=119274&search_phrase=%22viral+marketing
- Crowne, D. P., & Marlowe, D. (1960). A New Scale of Social Desirability Independent of Psychopathology. *Journal of Consulting Psychology*, 24, 349-354
- Davis, F. D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly*, (13)3, 319-339.
- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1992). Extrinsic and Intrinsic Motivation to Use Computer in the Workplace. *Journal of Applied Social Psychology*, (22)14, 1111-1132.
- Dess G. G., Lumpkin, G. T., & Eisner, A. B. (2008). *Strategic Management: Text and Cases*, 4th ed. New York: McGraw-Hill.
- Feick, L. and Price, L., (1987). The Market Maven: A Diffuser of Marketplace Information. *Journal of Marketing*, 51(1), 83-97.
- Fishbein, M., and Ajzen, I. (1975). *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research*. Massachusetts: Addison-Wesley.
- Glaser, B. G. (1978). *Theoretical Sensitivity: Advances in the Methodology of Grounded Theory*. Mill Valley, CA: Sociology Press.
- Glaser, B. G., and Strauss, A. L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Aldine de Gruyter.
- Greenberg, J. (2003). *Organizational Behavior The State of the Science 2nd Edition*. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Greenwald, A. G. (1968). Cognitive Learning, Cognitive Response to Persuasion, and Attitude Change. *Psychological Foundations of Attitudes*. New York: Academic Press Inc., 147-169.
- Howard, T. (2005). 'Viral' Advertising Spreads Through Marketing Plans. Retrieved January 22, 2008, from http://www.usatoday.com/money/advertising/2005-06-22-viral-usat_x.htm
- Iraossi, G. (2006). *The Power of Survey Design: A User's Guide for Managing Surveys, Interpreting Results, and Influencing Respondents*. Washington, D.C.: The World Bank.

- Ireland, T. (2008). *Viral Marketing – An Article, Some Advice*. Retrieved January 21, 2008, from http://www.bloggerheads.com/business/viral_marketing_advice.asp
- Juris, J. S. (2005) The New Digital Media and Activist Networking within Anti-Corporate Globalization Movements. *The American Academy of Political and Social Science: The ANNALS*, 597, 189-208.
- Jurvetson, S. (2000). *What is Viral Marketing?* Retrieved January 22, 2008, from http://www.dfj.com/cgi-bin/artman/publish/steve_may00.shtml
- Jurvetson, S. & Draper, T. (1997). *Viral Marketing*. Retrieved January 22, 2008, from http://www.dfj.com/cgi-bin/artman/publish/steve_tim_may97.shtml
- Kalyanam, K., McIntyre, S., & Masonis, T. (2007). Adaptive Experimentation In Interactive Marketing: The Case Of Viral Marketing At Plaxo. *Journal of Interactive Marketing*, 10(3), 72-85.
- Lee, M. K. O., Cheung, C. M. K., & Chen, Z. (2007). Understanding User Acceptance of Multimedia Messaging Services: An Empirical Study. *Journal of the American Society for Information Science and Technology*, 58(13), 2066-2077.
- Leonard, D. (2006). *Viral Ads: It's An Epidemic*. New York: Fortune, 154(7), pg. 61.
- Leskovec, J., Adamic, L. A., & Huberman, B. A. (2006). The Dynamics of Viral Marketing. *Association for Computing Machinery*, 1, 228-237.
- Lewins, A., & Silver, C. (2007). *Using Software in Qualitative Research: A Step-by-Step Guide*. London: SAGE Publications.
- Lievrouw, L. A., & Livingstong, S. (2006). *Handbook of New Media: Social Shaping and Social Consequences – Fully Revised Student Edition*. London: SAGE Publications.
- Lin, C. A. (2006). Predicting Webcasting Adoption via Personal Innovativeness and Perceived Utilities. *Journal of Advertising Research*, 10.2501, 228-238.
- Locke, E. (2003). Good Definitions: The Epistemological Foundation of Scientific Progress. In J. Greenberg, *Organizational Behavior: The State of the Science* (2nd ed., 395-425). Mahwah, NJ: Lawrence Erlbaum Associates.
- Maughan, S. (2007). *Way Cool: Marketing the Internet the Internet*. New York: Publishers Weekly, 254(8), 58. Retrieved January 22, 2008, from <http://proquest.umi.com.proxy1.cl.msu.edu:2047/pqdweb?index=7&sid=1&srchmode=1>

- McCrae, R. R., & Costa, P. T. (2003). *Personality in Adulthood, A Five-Factor Theory Perspective* (2nd ed.). New York: Guilford Press.
- Myers, M. D., & Newman M. (2006). The Qualitative Interview in IS Research: Examining the Craft. *Information and Organization*, 17, 2-26.
- Phelps, J. E., Lewis, R., Mobilio, L., Perry, D., & Raman, N. (2004). Viral Marketing or Electronic Word-of-Mouth Advertising: Examining Consumer Responses and Motivations to Pass Along Email. *Journal of Advertising Research*, 10.1017, 333-348.
- Rayport, J. (1996). *The Virus of Marketing*. Retrieved January 22, 2008, from <http://www.fastcompany.com/online/06/virus.html>
- Ridings, C. M., & Geffen, D. (2004). Virtual Community Attraction: Why People Hang Out Online. *Journal of Computer-Mediated Communication*, 10(1).
- Riewe, D. (2007). *Viral Marketing 101 – Not Using It Could Kill Your Business*. Retrieved January 21, 2008, from <http://www.isnare.com/?aid=212191&ca=Marketing>
- Rogers, E. M. (1995). *Diffusion of Innovations*, 4th ed. New York: The Free Press.
- Sherif, M., & Hovland, C. I. (1961). *Social Judgment*. New Haven: Yale University Press.
- Strauss, A. L. & Corbin J. (1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory 2nd Edition*. London: Sage Publications.
- Subrahmanyam, K., & Greenfield, P. (2008). Online Communication and Adolescent Relationships. *The Future of Children*, 18(1), 119-146.
- Subramani, M. R. & Rajagopalan, B. (2003). Knowledge-Sharing and Influence in Online Social Networks via Viral Marketing. *Association for Computing Machinery*, 46, 300-307.
- Sun, T., Youn, S., Wu, G., & Kuntaraporn, M. (2006). Online Word-of-Mouth (or Mouse): An Exploration of Its Antecedents and Consequences. *Journal of Computer-Mediated Communication*, 11, 1104-1127.
- Taylor, S., & Todd, P. A. (1995). Assessing IT Usage: The Role of Prior Experience. *MIS Quarterly*, (19)2, 561-570.

- Terdiman, D. (2005). *Marketers Feverish Over Viral Ads*. Retrieved March 10, 2008, from <http://www.wired.com/print/techbiz/media/news/2005/03/66960>
- Thompson, R. L., Higgins, C. A., & Howell, J. M. (1991). Personal Computing: Toward a Conceptual Model of Utilization. *MIS Quarterly*, 15(1), 124-143.
- "Try," "Adopt," "Use," "Context". (2009). In *Merriam-Webster Online Dictionary*. Retrieved February 10, 2009, from <http://www.merriam-webster.com/dictionary/>
- Venkatesh, V., Morris M. G., Davis, G. B., & Davis, F. D. (2003). User Acceptance of Information Technology: Toward a Unified View. *MIS Quarterly*, 27(3), 425-478.
- Xue, F., & Phelps, J. E. (2004). Internet-facilitated Consumer-to-consumer Communication: The Moderating Role of Receiver Characteristics. *International Journal of Internet Marketing and Advertising*, 1(2), 121-136.
- Yi, Y., Wu, Z. & Tung, L. L. (2005). How Individual Differences Influence Technology Usage Behavior? Toward an Integrated Framework. *Journal of Computer Information Systems*, Winter 2005-2006, 52-63.

Vita

Captain Ryan G. Walinski was born in LaCrosse, Wisconsin. After graduating from Appleton West High School, in Appleton, Wisconsin, he enlisted in the Air Force. His first duties in the Air Force were as an Airborne Communications Systems Specialist on the Joint Stars platform, assigned to Robins AFB, Georgia. While enlisted, he applied and was selected to attend the Air Force Academy Preparatory School in Colorado Springs, Colorado, where he graduated at the top of his class in May 1999. Upon completion of the Preparatory School, he earned an appointment to the United States Air Force Academy in Colorado Springs, Colorado. In 2002, he was a distinguished sports graduate of the Academy, having earned a Bachelor of Science Degree in Civil Engineering with a Minor in Mathematics, and an appointment as a 2nd Lieutenant in the United States Air Force. His first assignment was at Moody AFB, Georgia as a student in Undergraduate Pilot Training in April 2003. His first assignment as an Air Force civil engineer was the 354rd Civil Engineer Squadron at Eielson AFB in North Pole, Alaska, from October 2003 - July 2007, where he served as the Base Development chief, MILCON program chief, MILCON/DLA/O&M programmer, civil project engineer, and squadron section commander. While stationed at Eielson, he deployed both to Baghdad, Iraq in 2005 as the Base Management Officer in support of OIF/OEF, and to Palau in 2006 as the Civic Action Team Commander. In August 2007 he entered the Graduate Engineering Management (GEM) program at the Air Force Institute of Technology. Captain Walinski is married to the former Courtney Foster of Littleton, Colorado, and has one daughter, Jayla Mae. Upon graduation, Capt Walinski will be assigned to the Air Combat Command (ACC) Staff, Langley AFB, Virginia.

| REPORT DOCUMENTATION PAGE | | | | Form Approved OMB No. 074-0188 | |
|--|-------------|-----------------------------------|-------------------------------|--|---|
| <p>The public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of the collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to a penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.</p> <p>PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.</p> | | | | | |
| 1. REPORT DATE (DD-MM-YYYY) 03-26-2009 | | 2. REPORT TYPE Master's Thesis | | 3. DATES COVERED (From – To) Mar 2008 - Mar 2009 | |
| 4. TITLE AND SUBTITLE The Emergence of a Content Acceptance Model (CAM): New Thoughts Regarding the Trial, Adoption, and Usage of New Media | | | | 5a. CONTRACT NUMBER | |
| | | | | 5b. GRANT NUMBER | |
| | | | | 5c. PROGRAM ELEMENT NUMBER | |
| 6. AUTHOR(S) Walinski, Ryan, G., Captain, USAF | | | | 5d. PROJECT NUMBER 2007-147 | |
| | | | | 5e. TASK NUMBER | |
| | | | | 5f. WORK UNIT NUMBER | |
| 7. PERFORMING ORGANIZATION NAMES(S) AND ADDRESS(S) Air Force Institute of Technology Graduate School of Engineering and Management (AFIT/EN) 2950 Hobson Way WPAFB OH 45433-7765 | | | | 8. PERFORMING ORGANIZATION REPORT NUMBER AFIT/GEM/ENV/09-M18 | |
| 9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) Air Force Research Laboratory/RHX 2255 H Street Wright-Patterson AFB, OH 45443 POC: Lt Julie Janson, (937) 656-6542 | | | | 10. SPONSOR/MONITOR'S ACRONYM(S) | |
| | | | | 11. SPONSOR/MONITOR'S REPORT NUMBER(S) | |
| 12. DISTRIBUTION/AVAILABILITY STATEMENT APPROVED FOR PUBLIC RELEASE; DISTRIBUTION UNLIMITED. | | | | | |
| 13. SUPPLEMENTARY NOTES | | | | | |
| 14. ABSTRACT <p>New Media is defined not by the technology that it is based on but rather on individual level attributes that contribute to the development of new artifacts, practices and social arrangements. However, existing technology adoption models tend to stress technology and organizational level attributes over such individual level characteristics. This suggests that new models are required in order to fully capture how the New Media adoption process works. We are moving away from organizational and technology adoption focus and towards an individual and content adoption focus. A review of existing technology acceptance models reveals that the content provided by these systems is often not considered by these models. A qualitative analysis of 80 in-depth semi-structured interviews revealed that it is the content which often drives the trial, use, adoption, and diffusion of New Media systems. A new way of thinking, focusing on individual and content adoption, leads to the emergence of a Content Acceptance Model (CAM): new thoughts regarding the trial, adoption, and usage of New Media.</p> | | | | | |
| 15. SUBJECT TERMS <p>Information Technology, New Media, Content Analysis Model (CAM), Trial, Adoption, Usage, Context, Frequency, Introduce, Influence, Individual</p> | | | | | |
| 16. SECURITY CLASSIFICATION OF: | | | 17. LIMITATION OF ABSTRACT | 18. NUMBER OF PAGES | 19a. NAME OF RESPONSIBLE PERSON |
| a. REPORT | b. ABSTRACT | c. THIS PAGE | | | Alexander J. Barelka, Lt Col, USAF (ENV) |
| U | U | U | UU | 330 | 19b. TELEPHONE NUMBER (Include area code) (937) 785-3636, ext 7404; e-mail: Alexander.Barelka@afit.edu |

Standard Form 298 (Rev. 8-98)
Prescribed by ANSI Std. Z39-18